

# **Systematising EAP Materials Development: Design, Evaluation and Revision in a Thai Undergraduate Reading Course**

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## **Abstract**

Materials design and evaluation have been regarded as inseparable processes for a systematic approach to materials development. But much less attention has been paid to the role and process of revision. This study reports a two-cycle approach to reading materials development for Thai undergraduate students: a first cycle of needs analysis, initial design, implementation and evaluation; and a second cycle of revision, implementation and re-evaluation. The two cycles involved both learners and teachers in providing feedback on the materials post-use, in order to enhance learners' involvement and motivation and maximise their learning opportunities. The materials integrated the learners' specific needs, (i.e. poor L2 reading behaviours) within a theoretical framework of cognitive/metacognitive strategy instruction and collaborative work that informed the selection of reading strategies, reading texts and pedagogical tasks.

In the first cycle, six units of material were implemented with reading classes in Thailand for a period of six weeks. Evaluation involved students' tasks-in-process, end-of-unit and use-of-Thai-or-English questionnaires, teacher's questionnaires, learning journals, interviews and classroom observations. In addition to users' positive comments on the usefulness of strategies, collaborative work, text topic and a variety of learning tasks, analysis of the findings indicated linguistic difficulties, insufficient amount of time and support from the teacher, difficulties in expressing ideas in English and uncertainty about reading purposes and task procedures. This led to two versions of materials revision—text simplification (TS) and procedural modification (PM).

In the second cycle, the materials, revised in response to the first-cycle users' feedback, were re-implemented and re-evaluated through the same procedures, with the addition of pre-and post-tests, by four groups of Thai students taught by two different teachers. Analysis of the learners' perceptions showed that the second-cycle materials had met their learning needs, in reference to their comments about reading

improvements and the usefulness of reading strategies, and that collaborative work helped increase their awareness of strategy use, text understanding and motivation. Classroom variables, particularly teachers' scaffolding, played a significant role in enhancing learners' motivation in terms of their perceptions of text difficulty, text understanding, and text and task enjoyment, as well as positively affecting their task performance. There was no significant difference between the students' perceptions of the TS and PM materials, except that the TS groups had significantly more perceived text understanding, as they found language use in the texts significantly more accessible. In terms of progress, all TS and PM groups made improvements in their post-test, with Group 1 (PM) and Group 4 (TS) gaining significantly higher means in the post-test.

These two cycles of implementation and evaluation offer clear evidence that the reading materials featuring explicit strategy training and collaborative work could raise the Thai students' awareness of reading strategy use, enhance their reading performance and increase the level of task enjoyment. The present study also suggests the benefits of integrating text simplification and the use of L1 in the reading materials and instruction, as these two measures could build up the students' motivation as well as level of text understanding. Additionally, to increase motivation and involvement, it is worthwhile focusing on the selection of interesting and challenging text topics, on the design of a task response format which does not require grammatical knowledge and on producing materials with colourful illustrations. Teachers' careful scaffolding and the clarity of task purposes and procedures were shown to be important variables affecting the classroom atmosphere and the students' level of task achievement, and thus, need to be taken into consideration when planning guidance for teachers involved in teaching reading course such as that investigated in this study.

## **Declaration**

I hereby declare that this thesis is of my own composition and that it contains no material submitted for any other degree.

Melada Sudajit-apa

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# CHAPTER 1

## Introduction

### 1.1 Overview

English teaching and learning situations in Thailand have not yet succeeded in achieving the standards set in the English National curriculum, which is intended to develop students' linguistic and communicative competence. Inadequacy of teaching and learning materials which respond to the learners' changing needs and current methodologies is one of the problems (Foley, 2005). In the reading context, despite a number of published textbooks, which appear to share some global assumptions, principles and values about what EFL teachers do with their reading classes, these textbooks lack the capability to respond to the needs of teachers and learners in different socio-cultural contexts in pursuing their specific learning and teaching objectives.

In this study, I investigate the effects of the designed materials on university-level Thai learners' perceptions and reading performance, to allow a fully systematic approach to materials development by involving both teachers and learners in a two-cycle process of materials trialling and evaluation. I hope the eventual use of materials for the target learners within the Thai context, coupled with the evaluative process, revision, re-trialling and re-evaluation, can provide empirical support for the principles and values underlying the materials, thus leading to improvements in the quality and appropriacy of the materials for learners.

### 1.2 The Thai context

In Thailand, English is a compulsory subject for all students beyond Grade 4. Because of a predominant teacher-centred approach; and an emphasis on grammar translation and rote memorisation, however, and despite the implementation of a

communicative approach in 1980 in the national curriculum (Foley, 2005), university-level students are not yet competent in using English in any of the four basic skills—listening, speaking, writing, and reading—although they have studied English for eight years. Most English teachers in schools are native Thai speakers, who normally run classroom activities in Thai rather than English and focus explicitly on teaching grammar.

Proper English reading courses begin at high school; graded readers are introduced at the beginning stage prior to approaching different text types, such as informational, argumentative and compare and contrast texts, mostly from newspapers and published textbooks. Texts presented to high school students are normally of two pages or less in length, followed by comprehension questions. Classroom procedures adopted in school contexts concentrate mainly on both students and teachers reading aloud, text translation, and completion of comprehension questions in multiple-choice and short-answer formats. Students rarely have opportunities to discuss or exchange their ideas about texts, probably due to large class size, traditional classroom procedures and a need to make time to prepare students for university entrance examinations.

Normally, only one to two 60-minute classes per week are devoted to an English reading course. Teachers adopt the procedures referred to earlier, along with the integration of reading strategies necessary for students to handle the university entrance examination. This includes how to extract the main idea, to infer the writer's implicit ideas, to identify references, to analyse word formation (prefixes and suffixes) and to select the right answer to multiple-choice questions. Most class time is given to teacher talk and explanation, and the rest to students reading aloud and individual practice in answering test-like comprehension questions.

Given this lack of practice of good L2 strategy use and group work activities in the classroom, as well as differences between L1 and L2 reading, limited exposure to L2 reading and low overall proficiency, it is unsurprising that most university-level



students share the common characteristics of unsuccessful readers such as struggling with decoding at the word level, attempting to read every single word, being unable to extract the main idea fluently, being incompetent in or unaware of the use of context clues, or being unable to resort to other cognitive and metacognitive strategies.

In the following sections, I will describe the institutional setting and reading course where my study was conducted, and provide specific details of issues with localised materials development, and our expectations for appropriate materials for the reading course.

### 1.3 Institutional setting

This study was carried out with the *Reading for Information* classes at my workplace, the Department of English, Thammasat University, in Bangkok, Thailand, where I taught for four years. The overall objectives of the Department's curriculum, revised and implemented in 1997, are as follows:

1. To develop students' English language competence in four basic skills—listening, speaking, reading, and writing—in the way that students can express meaning correctly and appropriately;
2. To equip students with knowledge of literature and linguistics;
3. To enhance students' skills and knowledge related to their future careers (through ESP courses);
4. To promote students' analytical and critical thinking ability as well as appreciation. (URL: [www.tu.ac.th/org/arts/bseng/undergraduate3.htm](http://www.tu.ac.th/org/arts/bseng/undergraduate3.htm))

Responding to the first objective of the curriculum, the *Reading for Information* course was established to provide students with opportunities to practise a variety of reading strategies, useful for understanding informational texts; to enable students to summarise main points and supporting details in the forms of an outline or summary; and to encourage them to express their views either in written or oral discussion about texts they have read (URL: [www.tu.ac.th/org/arts/bseng/undergraduate5.htm](http://www.tu.ac.th/org/arts/bseng/undergraduate5.htm)).

This course is compulsory for second-year students in a wide range of subject areas, such as all Liberal Arts majors, including foreign languages, philosophy and religion, psychology, history and geography, drama, political sciences, commerce and accountancy, statistics, law, and social sciences. The Department of English regularly runs 12 to 15 *Reading for Information* classes in both semester 1 (June to September) and 2 (November to February) of every academic year. The course is held as two 90-minute sessions per week, with the number of 25 to 30 students in each class. Students taking the *Reading for Information* course are also taking other English courses, such as *Speaking and Listening* or *Basic Writing* courses.

Normal practice in the *Reading for Information* course is in fact not much different from the teaching and learning situation in high school, where most teachers play a dominant role in classroom discussions. The teachers tend to be the only ones who provide text explanation and ask questions, while the students adopt a passive role in the class, not attempting to contribute to classroom activities, most of which are done with the class as a whole. In addition to the students' having little involvement in learning activities and insufficient opportunities to work independently of the teachers, what seems to be problematic is that, even though the course focuses on strategy training, scant attention is typically paid to higher-level processing strategies, such as predicting, relating background knowledge to the text topic and guessing meaning of unknown words from context clues. On the contrary, the teachers tend to adopt text translation approaches as the means of explanation, making it unnecessary for students to develop their use of high-level processing strategies.

Prior to being able to enrol in the *Reading for Information* course, all Thammasat University students are required to achieve a minimum of C+ in two required integrated-skill courses, for which the English Language Institute at Thammasat University is responsible. These two pre-requisite courses, EL 171 and EL 172, generally focus on the four basic skills of English: listening, speaking, reading and writing. The description of these two courses is presented in Table 1.1

Table 1.1: Course description of EL 171 and EL 172

<b>EL 171</b>	Practise four integrated English skills—listening, speaking, reading and writing. The course gives an equal importance to all these four skills with an emphasis on reading. The students will have opportunities to practise reading English texts with a length of 200-350 words. The texts will be about general topics and consist of basic sentence structures and everyday vocabulary. In terms of writing, the students will have opportunities to practise writing short sentences by making use of sentence structures and vocabulary from the texts they have read. In terms of listening and speaking, the students will be enabled to respond and initiate simple and short conversations with native speakers in a polite manner.
<b>EL 172</b>	Study English continuously from EL 171. The course is the final level of Basic English and makes use of the same teaching methodology to EL 171. But at this level, the students will have opportunities to practise reading and understanding basic academic English texts with a length of 350-600 words. The texts will consist of more complex sentence structures and academic vocabulary. In terms of writing, the students will practise writing short statements by making use of sentence structures and vocabulary shown in the texts they have read. In terms of listening and speaking, the students will be enabled to communicate with native speakers at a normal speed.

\*Translated from the website of the English language Institute URL: [www.tu.ac.th/el](http://www.tu.ac.th/el)

Students undertaking the *Reading for Information* course are therefore expected to be able to read texts of up to 600 words and cope with basic academic texts. In addition, they are expected to be able to write short simple sentences and know a certain amount of both everyday and academic vocabulary, as described in the course description.

As previously mentioned, all of the students who enrol in the *Reading for Information* course must have at least a C+ from these two courses. However, students who have achieved 6.0 in the IELTS Reading module or 55 in the TOEFL Reading section (paper-based score) are eligible to take a more advanced reading course, *Reading for Opinions*. Based on this criterion and the students' educational background, the average student taking *Reading for Information* can be assumed to be in the range of 4.5 to 5.5 in the IELTS Reading module.

## 1.4 Statement of the problem

My concerns over this course are not related to the course objectives, but to the materials, which have been used for some ten years without systematic evaluation and revision. In-house materials are likely to serve the learners' needs and interest; without a materials evaluation and revision process, however, the materials are only 'workplans' (Breen, 1989, p.188), or proposals for language learning activities, and there can as yet be no certainty whether; or to what extent, they promote learning.

In a situation such as that at Thammasat University, the process of materials design tends to involve simply looking at open-market materials and selecting those based on principles which best fit the needs of the learners and appeal to teachers' beliefs and values. Teachers tend to restrict decision-making in designing materials to what *they perceive* as appropriate for their learners, and evaluate materials by their surface features (Hutchinson, 1987; Sheldon, 1988). Once the impressionistic analysis is completed, a new set of materials is created adopting pedagogical principles, task types and material structures similar to those in available commercial materials, but with different texts, and is then directly implemented with the learners. Although this sort of 'parallel' materials production may reduce the time involved in production, it misses out on possibly the most significant part of the interrelated processes of design and evaluation, namely, to involve teachers and learners in the decision-making process in a systematic way to produce materials more appropriate and effective for the learners (Jolly and Bolitho, 1998; McGrath, 2002; Rubdy, 2003; Tomlinson, 2003).

Presumably due to the impressionistic analysis of materials and the lack of an evaluative process, my colleagues and I were not satisfied with the in-house materials we were using, since they did not fit well within our specific teaching context. When we discussed the materials for the reading course, we found we had encountered similar problems, such as a lack of varied activity, texts that were uninteresting to or did not challenge learners due to excessively simplified language and outdated content and activities which did not primarily aim to stimulate the

learners' learning processes, but simply tested their comprehension. Despite dissatisfaction with the book, my colleagues were reluctant to produce alternative materials as many seemed to regard the process of materials design and evaluation as a time-consuming task. Only rarely were new materials produced to respond to the changing needs and interests of the learners probably due to teachers' daily work loads, lack of collaboration and even loss of motivation.

In spite of this criticism of teacher-generated materials, I strongly believe in their potential for relevance, appropriacy and affective involvement, which are often lacking in published ELT materials. The weaknesses of the localised materials produced up until now in the Thammasat University context have arisen not because they have been teacher-produced, but because they have been produced hastily and unsystematically, for reasons such as teachers' lack of expertise (see Allwright, 1981).

### **1.5 Overview of the designed reading materials**

In the present study, the reading materials design is based on the 'theory-to-practice model' (Dubin and Olshtain, 1989, p.147), in which reading theoretical frameworks, such as metacognitive and cognitive reading strategies, and pedagogical-based reading strategy approaches (to be reviewed in Chapter 2), as well as collaborative learning from the socio-cultural perspective (to be reviewed in Chapter 3), inform the three major elements of the materials design: the selection of reading strategies, the selection of reading texts, and the design of learning and teaching tasks.

As well as drawing on the theoretical frameworks referred to earlier, I have taken into account the specific needs of the students taking the *Reading for Information* course throughout the process of the selection and design. In the context of my study, specific needs of learners draw on 'teachers' perception of learners' needs' in improving their reading (Masuhara, 1998, p.241), as they are primarily based on my observation and analysis as a teacher. In other words, my students' needs in the study are those I perceived to be their deficiencies in different areas, such as poor L2

reading behaviours, and therefore requiring explicit strategy training. Details concerning these Thai students' needs will be discussed in greater detail in the following sections.

### **1.5.1 Analysis of learners' specific needs**

To begin with their difficulties in L2 reading, the Thammasat undergraduates display various behaviours of poor L2 readers, such as problems with decoding at the word level and a lack of awareness of contextual clues. In other words, they tend to engage in low-level processing and are not able to make use of good L2 reading strategies. This is likely to be related to their limited L2 language proficiency, which prevents them from resorting to what Clarke (1998) calls 'the good reader's system', but to poor reading strategies when encountering L2 reading difficulties (Clarke, 1998, p.120). In addition to their linguistic difficulties, they face problems arising from the distinct characteristics of the nature of L1 and L2 reading, including differences in learners' attitudes, motivation, exposure to reading, and discourse and text organisation (Connor and Kaplan, 1987; Connor, 1996; Grabe and Kaplan, 1996; Dornyei, 2001; Grabe and Stoller, 2002).

The undergraduates in this study also show a wide range of motivation, from those who are highly motivated to those who are not at all interested in learning English. The latter group does not view English as significant to their future career, and some may simply lack any personal interest in learning foreign languages. Many only undertake the reading course because it is a requirement of their university degree programme. On the other hand, the students who are motivated have both intrinsic and extrinsic motivation in learning English; they enjoy learning it and believe that it is important for their professional needs. They tend to do extra readings and to prepare for the lessons carefully. Whatever the levels of motivation in a given class of students, what they have in common is the future educational need (Masuhara, 1998) to pass their examinations or to earn a good grade.

### **1.5.1.1 L1 and L2 differences**

In terms of discourse and text organisation, there are several important differences between informational texts in Thai and English. For example, conventional Thai texts do not necessarily contain a precise topic sentence. They are comprised of longer paragraphs, frequently without an explicit conclusion; Thai texts value the ‘stream of consciousness’ style of writing. Bickner and Peyasantiwong (1988) used contrastive rhetorical analysis to identify significant differences between English and Thai texts written by high school students in the US and Thailand on the same topic (issues on teenagers). They explained that the Thai writers devoted more space to defining terms and describing details, rarely included a concluding section, and tended to adopt a more impersonal and formal way of writing.

In a similar comparison of narrative texts written by American and Thai high school students, Indrasutra (1988) found that Thai writers used more verbs of mental states and described more mental states as a way to express their thoughts (p.218), whereas the American writers often used verbs of actions and fewer mental descriptions.

Unlike Thai texts, the majority of English texts begins with a topic sentence and put more emphasis on coherent organisation throughout the text with an introduction, body and conclusion section (Hamp-Lyons and Heasley, 1987; Bicker and Peyasantiwong, 1988; Grabe and Kaplan, 1996). Consequently, the readers of a Thai text tend to read every section in order to draw inferences of the writer’s intention or main idea, since in many instances there will be no topic sentence in the English sense. In addition, deciding to skip sections and jump to the conclusion will be a less effective strategy in reading Thai, as it will likely lead the reader to miss important messages. Moreover, Thai readers do not pay much attention to the final section of the text, since in most cases there is no genuine conclusion with a future orientation or solutions to a problem, as these will be provided in the body of the text instead.

This style of writing and reading in the Thai cultural context will of course shape the undergraduates' habitual reading behaviours, which transfers to their L2 reading. It has been shown that a wide range of L1 reading strategies can transfer to L2 reading, and that they appear to regulate L2 reading behaviours throughout the learners' learning development process (Padron and Waxman, 1988; Roller, 1988; Wagner, Spratt and Ezzaki, 1989; Koda, 1990; Bernhardt, 1991, 2005; Nuttall, 1996; Alderson, 2000; Grabe and Stoller, 2002; Grabe, 2004). What is considered good in one culture does not necessarily succeed in another, however, and the L1 and L2 differences in discourse and text organisation, perceptions and beliefs of reading strategies and L1 reading behaviours can prevent Thai undergraduates from resorting to good reading strategies when reading English informational texts, despite the fact that they have already acquired adequate L1 literacy skills. Given this, it is important that the new *Reading for Information* materials incorporate:

The benefits of exploring the discourse organisation of texts as part of instruction and raising student awareness of the ways in which information is presented (or not presented), all the while being cautious with certain over-generalised claims about discourse differences across languages. (Grabe and Stoller, 2002, p.61)

#### **1.5.1.2 Previous language learning experiences**

In addition to the learners' educational background, learning needs, motivation, language level, reading difficulties and behaviours, a further aspect which has been taken into consideration in designing the reading materials is the students' specific previous language learning experiences. Breen and Candlin (1987), for example, advise the materials writers to focus on what the target learners already know and which skills and abilities they need to improve, among other significant criteria in materials design.

In this research, although most of the Thai learners will have already been introduced to L2 reading strategy instruction in their high school years, it appears that they have not had adequate practice in employing strategies while reading independently. As mentioned in section 1.2, the teaching and learning at high school in Thailand is



mainly teacher-oriented and intensive, with an emphasis on the Grammar-Translation Method, as well as a predominant focus on test-taking strategies to enable students to pass the entrance examination for university.

Lack of learners' opportunities to apply reading strategies when doing their own reading has been claimed to have a negative impact on the effectiveness of their use of strategies (Chamot and Kupper, 1989; Oxford and Leaver, 1996). Chamot and Kupper (1989) emphasise that:

Because new strategies take time to acquire and may initially seem burdensome to students, teachers need to plan activities that will motivate students to try new strategies and that will provide sufficient practice opportunities to enable students to internalize the new strategies. (p.19)

Being aware of the learners' specific needs, including their L2 level of proficiency, L2 reading behaviours, rhetorical differences between L1 and L2, level of motivation and previous language learning experiences, I decided to combine both explicit strategy training and collaborative work into the design of the reading materials with the aims of:

- a) raising the students' awareness and knowledge of their own reading, their use of strategies and L2 text structures;
- b) enabling the students to employ appropriate L2 reading strategies, particularly the higher-level ones, in their context of reading;
- c) providing opportunities to the students to discuss their use of strategies and text meaning in small groups to facilitate independent practice of strategy use as well as comprehension; and
- d) increasing the students' motivation and involvement with the use of collaborative tasks and texts appropriate to their level and interest.

The aims of the materials I designed were set out to be in accordance with the ones of the *Reading for Information* course, referred to earlier in section 1.3.

## **1.6 Purposes of the study**

Based on my acknowledgement of the problem—the lack of a systematic approach to reading materials development in my institutional context, as discussed in section 1.3—I set out in this study to explore both students and teachers' feedback on the

materials in use, adopting a two-cycle process of materials development: first, design, implementation and evaluation; and then revision, re-implementation and re-evaluation. In both cycles, I wanted to carry out evaluative procedures of my materials at both macro- and micro-level, to explore not only the overall suitability of components of the materials, such as level of text difficulty, selection of reading strategies and types of learning tasks, but also variables other than the materials and the tasks themselves, which could affect the learners and teachers' use of tasks in process. Clearly, variables such as classroom interactions, classroom atmosphere, the teacher's scaffolding and teaching approaches, learners' beliefs, learning styles and cultural and educational background, contribute substantially to learners' task achievement, and it is therefore worthwhile taking into consideration all these variables as a part of the processes of both materials design and evaluation, to maximise the chances of ensuring contextually appropriate materials (McGrath, 2002; Tomlinson, 2003). As Breen (1989) writes:

Learning outcomes from any task have to be seen as a function of the interaction between features of our workplan, variables in learner contributions to the task, aspects of the actual situation in which the task is undertaken and variation in learners' perceptions of each of these three things. (p.188)

More specifically, in the second cycle, I wanted to explore whether the revisions made to the reading materials following the first cycle of implementation and evaluation contributed to learners' better perceptions of the tasks and the units as whole and promoted learners' better performance—and, if so, what variables the materials designers should take into account to improve the appropriacy of reading materials. To accomplish such purposes, I adopted qualitative procedures—questionnaires, learning journals, interviews and classroom observations—to investigate what went on when the teachers and learners worked on the materials in the Thai classroom context; pre- and post-tests were also implemented to evaluate the students' reading progress in the second cycle.

## **1.7 Outline of the thesis**

The thesis can be divided into two parts. Chapters 2, 3 and 4 review the relevant literature. Chapter 2 concentrates on research on metacognitive and cognitive reading strategies, their role in L2 reading comprehension and also the characteristics of successful L2 readers and strategy instruction. Chapter 3 discusses collaborative learning from the perspective of socio-cultural theory, which underlies the design of learning tasks in the materials. Specifically, I look at how learners scaffold each other in their zone of proximal development, and how private speech and L1 as a mediational tool can play a role in the development of their learning and reading comprehension. Chapter 4 provides the rationale for a systematic approach to materials design and discusses how the theoretical frameworks and analysis of learners' needs influence the selection of reading strategies, reading texts and learning tasks. I will also concentrate on the materials revision and the evaluation of two types: the evaluation of tasks in process, and post-use evaluation.

The second part of the thesis is comprised of the description and discussion of the two cycles of use of my reading materials. Chapter 5 presents an overview of the methodology, including the research questions, while Chapter 6 describes in detail the design of the first cycle, including the students involved and the processes of the reading materials' design. Chapter 7 discusses the findings of the first cycle of trialling and evaluation, which will shed light on Thai learners' perceptions of the units as a whole. It will also discuss the tasks in process in terms of their satisfaction of task objectives, interest, level of language difficulty, task procedures, et cetera based on my classroom observation notes, learners' and teachers' questionnaires, learning journals and interviews. Chapter 8 focuses on the learners' perceptions of Units One, Three and Six in detail, and describes the processes of the two types of materials revision, text simplification (TS) and procedural modification (PM), to be implemented in the second cycle of use and evaluation.

Chapter 9 concentrates on the design of the second cycle, describing the students and teachers involved as well as the evaluative instruments. Chapter 10 presents an

overview of the second cycle's findings, focusing on the discussion of both TS and PM students' perceived task satisfaction, language difficulty of the text and tasks and findings related to task situation. Chapter 11 gives a quantitative comparison of the effects of TS and PM, the students' perceptions of the tasks and units, and quantitative effects on reading performance. Chapter 12 presents the conclusions from the study and my recommendations for future EFL reading materials development.

## **CHAPTER 2**

### **Metacognitive and Cognitive Reading Strategies**

The theoretical framework for the design of the reading materials in this present study involves two major concepts: metacognitive and cognitive strategy-based studies, and collaborative learning. The former provides the theoretical basis for the content of the materials, whereas the latter underlies the design of learning tasks; these two constructs were intended to develop the students' reading ability by strategically dealing with text and to contribute to their internalisation of the meaning of text through collaborative work (to be reviewed in Chapter 3). In this chapter, I will review the literature on strategies, which are defined here as behavioural and mental processes learners deployed consciously to solve specific problems or serve their needs in reaching their goals (Wenden, 1987; Ellis, 1994; Macaro, 2006). Characteristics of good readers and strategy training in EFL reading will be also the focus of this chapter.

#### **2.1 Metacognition**

Metacognitive instruction, or concentration on self-learning processes, has been viewed as a method to build up an awareness of the use of strategies, which then contributes to effective EFL reading and comprehension (Alderson and Urquhart, 1984; Block, 1986, 1992; Carrell, 1989; Leu and Kinzer, 1995; Carrell, Gajdusek, and Wise, 1998; Cohen, 1998; Alderson, 2000; Grabe and Stoller, 2002). Learners who possess metacognitive knowledge tend to realise, while reading, whether they are understanding the text; to plan and to control the use of various strategies; and to evaluate their strategy use to enable them to gain comprehension effectively and efficiently (Oxford, 1990; Grabe, 1991).

The term ‘metacognition’ is comprised of two major aspects: ‘knowledge about cognition’ and ‘regulation of cognition’ (Baker and Brown, 1984; Alexander, Schallert, and Hare, 1991; Stoller, 1994; Carrell and Grabe, 2002). The first element of metacognition has been used in the sense of ‘knowing that’, or a person’s knowledge of text structures, reading processes, or an interaction among the reader, the text and the context (Pearson, 1985), strategies for dealing with texts, or one’s own strong and weak points as a reader (Brown, Ambruster and Baker, 1986, p.49). Baker and Brown (1984, p.353) described ‘knowledge about cognition’ as ‘the ability to reflect on one’s own cognitive process, to be aware of one’s own activities while reading, solving problems and so on’.

The second aspect of metacognition, or ‘knowing how’, is used when a reader attempts to manipulate his own cognitive activities when reading with the orchestration of reading strategies to achieve his cognitive goals (Baker and Brown, 1984; Schraw and Moshman, 1995). Good readers tend to set goals to understand texts, determine the attempted reading purpose, check the outcome of any solution, plan the next strategic actions, monitor any attempted actions, and revise and evaluate whether the strategies used are effective (Baker and Brown, 1984; Stoller, 1994). Baker and Brown provide a list of metacognitive activities as follows:

1. Clarifying the purposes of reading, that is, understanding both the explicit and implicit demands of the task;
2. Identifying the important aspects of a message;
3. Focusing attention on the major content rather than trivia;
4. Monitoring ongoing activities to determine whether comprehension is occurring;
5. Engaging in self-questioning to determine whether goals are being achieved; and
6. Taking corrective action when failures in comprehension are detected. (p. 354)

Alexander et al. (1991, p.329) developed four subcategories of metacognitive knowledge: *self-knowledge*, or individuals’ perceptions of themselves as learners or thinkers; *task-knowledge*, or individuals’ analyses of the cognitive tasks they are encountering; *strategic-knowledge*, or knowledge of cognitive and metacognitive

strategies; and *plans and goals*, which guide individuals' learning processes. These subcategories integrate readers' knowledge with the ability to control their own actions. In addition, this schema attempted to provide more detailed definitions of the knowledge of strategy:

Knowledge of processes or procedures that are effortful, planful, and consciously undertaken to facilitate more effective learning or thinking. This type of knowledge includes both cognitive strategies, which involve directly the completion of a task, and metacognitive ones, which entail the evaluation or monitoring of the selected cognitive strategy. (Alexander et al., 1991, p. 329)

Alexander et al.'s definition created a distinction between metacognitive and cognitive strategies in the sense that the former involves thinking about strategies and monitoring and planning strategy use, whereas the latter is more related to the direct manipulation of learning materials to enhance learning (O'Malley and Chamot, 1990; Oxford, 1990). The appropriate deployment of a sequence of both metacognitive and cognitive strategies is highly related to the achievement of learners' language goals (Macaro, 2006). Carrell, Gajdusek, and Wise underscore the importance of these two types of strategies as follows: 'If learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail' (1998, p.100).

By contrast, in Phakiti (2003)'s recent work, the definition of 'strategies' appears to combine metacognitive and cognitive strategies in the same category. He claims that a reader needs to primarily rely on metacognition in order to make use of cognitive strategies such as inferencing, elaboration and transferring. According to Phakiti, some cognitive strategies are frequently employed as metacognitive functions to evaluate whether the text makes sense (e.g. translating or summarising) or to monitor and maintain one's understanding of the text (e.g. predicting the text with the use of textual clues or background knowledge). He emphasises that 'cognitive and metacognitive strategies might need to be viewed as two interactive facets of the same mental process that do not occur independently of each other' (p.48). This

definition does not differentiate between cognitive and metacognitive strategies; rather, it highlights the goals or purposes of deploying a strategy.

Additionally, this notion contrasts with the previous strategy studies which articulately define ‘metacognition’ as knowledge of cognition and regulation of cognitive strategies to improve cognitive performance and use of strategies (O’Malley and Chamot, 1990; Schraw and Dennison, 1994; Schraw and Moshman, 1995). The definition suggests that metacognitive and cognitive strategies are distinct constructs (Oxford, 1990), and in fact, metacognitive strategies are the strategies that indirectly support and evaluate cognitive strategies. Macaro (2006) proposes that:

Strategies are either directly involved in working memory processing (perception, decoding, processing, storage, and retrieval) or they oversee cognitive strategies via planning, monitoring, and evaluating for effectiveness. Working memory resources are either occupied directly with language by operationalizing cognition or less directly by standing back and evaluating via metacognition. (p.328)

Another widely used term under ‘metacognition’ is ‘comprehension monitoring’, a type of metacognition that involves self-regulatory mechanisms. In other words, comprehension monitoring directs the reader’s cognitive processes during a text-processing endeavour; it has been valued and is considered a significant predictor of proficiency in both L1 and L2 reading comprehension (Wagoner, 1983; Baker and Brown, 1984; Block, 1986, 1992; Casanave, 1988). Comprehension monitoring is comprised of two broad areas, ‘routine comprehension monitoring’ such as predicting, noticing inconsistencies in text, and checking for general comprehension, and ‘nonroutine strategic behaviours’, which occur in response to a reading problem, including evaluating the problem, thinking of appropriate remedial actions, taking these actions, and checking the outcomes (Baker and Anderson, 1982; Casanave, 1988).

The aforementioned notions related to metacognition provide justifiable reasons to focus on metacognitive strategy training in EFL reading so that learners can be aware



of what strategic actions they should make use of when reading problems arise. A number of studies have investigated good and poor readers in terms of their strategy use, and have shown that only good or proficient readers possess metacognitive strategies during reading (Grabe, 1991; Block, 1992; Alderson, 2000). Alderson (2000, p.41) concludes that:

Poor readers do not possess knowledge of strategies, and are often not aware of how or when to apply the knowledge they do have. They often cannot infer meaning from surface-level information, have poorly developed knowledge about how the reading system works, and find it difficult to evaluate text for clarity, consistency and plausibility.

### 2.1.1 Research on metacognition in L2 reading

In the past three decades, there have been considerable attempts to provide insights into the importance of metacognition on L2 reading abilities, with an aim to improve the effectiveness of reading instruction (Hosenfeld, 1984; Duffy, Roehler, Sivan, Rackliffe, Book, Meloth, Vavrus, Wesselman, Putnam, and Bassiri, 1987; Carrell, 1989; Block, 1992; Schoonen, Hulstijn, and Bossers, 1998; Nassaji, 2003; Phakiti, 2003). Among the research into metacognition and reading performance, the study of Schoonen, Hulstijn, and Bossers (1998), attempted to investigate the contributions of two dependent variables *language-specific predictor* (vocabulary knowledge) and *metacognitive knowledge* to L1 and L2 reading comprehension across different levels in grades 6, 8, and 10. The 488 Dutch students were asked to perform L1 and L2 reading comprehension, L1 and L2 vocabulary and the metacognition questionnaires for both English and Dutch.

The results revealed that in L2 reading, both vocabulary and metacognitive knowledge played an important role in L2 comprehension. Vocabulary knowledge, however, had a stronger contribution to L2 reading abilities, particularly at grade 8, though its importance had decreased by grade 10. While vocabulary played a less important role in reading comprehension at grade 10, metacognitive knowledge (knowledge of text characteristics and of reading strategies) had increased. This means that metacognitive knowledge played a more significant role in L2 reading

comprehension than vocabulary knowledge at higher levels. The similar findings were also established in L1 reading.

This study indicated the importance of metacognitive knowledge across L1 and L2 reading, but this knowledge played a greater role in reading comprehension at higher-level proficiency than at lower-level. This leads us to believe that language proficiency, or a language threshold, is a crucial predictor of L2 reading comprehension (Yorio, 1971; Cummins, 1980; Cziko, 1980; Clarke, 1998; Devine, 1998; Hudson, 1998), since less proficient readers do not yet spontaneously possess metacognitive knowledge. Schoonen et al. thereby suggest that in the educational context, the instruction of reading strategies, reading goals and text structure should be provided at an early stage to build up learners' metacognitive knowledge, which is useful to their reading comprehension.

Nassaji (2003) studied the relationship of L2 readers' use of metacognitive strategies and of knowledge sources, including grammatical, morphological, world, L1, and discourse knowledge, to achievement in lexical inferencing. The findings illustrated that 'verifying' and 'self-inquiry' were more significant predictors of success in lexical inferencing than other metacognitive strategies. Nassaji concluded:

The advantage of these strategies may in part relate to the role of these processes in assisting learners to examine the accuracy of their guesses and revise or reevaluate them against the information provided in the wider context. (p. 662).

The study supported the view that the use of strategies alone could not bring about success in inferencing, and that the combination of metacognitive strategies and several knowledge sources played an important role. The key to success in this skill, then, seemed to be 'how effectively the use of strategies is combined and coordinated with the use of other sources of information in and outside the text' (Nassaji, 2003, p.662).

The influence of metacognition has also been examined in relation to L2 reading comprehension testing. Phakiti's (2003) study focused on the use of cognitive and metacognitive strategies of Thai L2 test-takers in performing a reading comprehension test. The 384 university students were asked to take a test specifically designed to measure the skills the students were studying in their English course, such as 'finding the main idea', 'inferring the writer's implicit ideas' or 'analysing reference words'. The multiple-choice test consisted of two major parts, a gap-filling cloze (two passages with 20 item gaps and two dialogue passages with 25 item gaps) and reading comprehension (four passages with questions focusing on the main idea, inferences, references, et cetera). The students were then asked to complete a cognitive-metacognitive questionnaire.

The results suggested that high use of metacognitive strategies significantly correlated with high scores on a reading comprehension test. The higher the subjects' scores, the higher their reported use of metacognitive strategies while performing the test. A closer investigation revealed that the high-scoring test-takers were aware of why and how to use the strategies to succeed on the test.

In the present study, the materials designed for the *Reading for Information* course incorporate the two aspects of metacognition, 'knowledge about cognition' and 'regulation of cognition' (Baker and Brown, 1984; Carrell and Grabe, 2002). The 'materials-as-workplan'—which I will discuss in greater detail in Chapter 4—embrace the knowledge of what, how and when to employ strategies in contextualised reading and metacognitive strategies enabling the students to plan, self-monitor and evaluate their actions and comprehension; these strategies are *planning one's reading, asking wh-questions, checking predictions and thinking of appropriate strategies to remedy difficulties*. Learners' metacognitive awareness and effective use of metacognitive strategies are likely to indirectly support the use of cognitive strategies, thus promoting greater performance and comprehension.

## **2.2 Characteristics of good readers**

In the past three decades, many attempts have been made to investigate the characteristics of good readers or the reading strategies deployed by successful readers in L2 reading, with the aim of enhancing the effectiveness of reading instruction (Hosenfeld, 1977, 1984; van Dijk and Kintsch, 1983; Block, 1986; Papalia, 1987; Carrell, 1989; Anderson, 1991; Wallace, 1992; Devine, 1998; Grabe and Stoller, 2002; Ediger, 2006). Cohen and Hosenfeld (1981) and Macaro (2006) stress the need to obtain empirical support of what learners actually do in achieving their second language (the process of learning), instead of looking at the product of instruction, prior to judging what process-oriented strategies should be introduced to learners.

As mentioned previously, reading strategies are defined as mental activity and are thus impossible to observe. Given this, methods that seem to become relatively successful and reliable in examining learners' strategy use entail verbal reports or think-aloud protocols and task-based retrospectives (Ericsson and Simon, 1993; Macaro, 2006), despite some researchers' doubts (Seliger, 1983), interviews and questionnaires.

Hosenfeld's (1977) classic study revealed strategies employed by both successful (high scoring) and less successful (low scoring) L2 readers through the think-aloud techniques, which asked them to self-report their strategic actions while reading an unassigned reading selection in the text. Analysis revealed that successful readers tended to 'keep the meaning of the passage in mind'; 'read in broad phrases'; 'skip unnecessary words'; and 'have positive self-concept as a reader' (p. 120). Less successful readers, on the other hand, appeared to 'lose the meaning of sentences once they decode them'; 'read in short phrases'; 'seldom skip words'; and 'have negative self-concept as a reader' (p.120).

Closer investigation of the successful readers' use of strategies also showed that when reading activity was interrupted, these readers tended to make use of various

sources of contextual clues in the text to guess the meaning of unknown words; they only looked up words in a glossary when efficient strategies failed. The work of Hosenfeld (1979), cited in Hosenfeld (1984), continued to focus on the strategies employed by the subjects in the earlier and later study and concluded that successful readers attempted to:

- (1) identify the grammatical category of words;
- (2) demonstrate sensitivity to a different word order in the foreign language;
- (3) examine illustrations;
- (4) read the title and make inferences from it;
- (5) use orthographic information (e.g. capitalisation);
- (6) refer to the side gloss;
- (7) use the glossary as a last resort;
- (8) look up words correctly;
- (9) continue if unsuccessful at decoding a word or phrase;
- (10) recognise cognates;
- (11) use their knowledge of the world;
- (12) follow through with a proposed solution to a problem;
- (13) evaluate their guesses (p.233).

Research on the characteristics of good and poor readers appears to have led to a consensus that successful and less successful L2 readers employ distinct types of strategies while attempting to achieve their reading goals; the former frequently utilise interactive-based strategies, whereas the latter tend to resort to bottom-up-based strategies. Van Dijk and Kintsch (1983, p.23) confirm the existence of differences between good and poor readers and posit that ‘The good reader is more adroit at exploiting the regularities and redundancies inherent in language and does not bother much with laborious bottom-up decoding letter by letter or word by word’.

According to van Dijk and Kintsch (p.24), what seems to distinguish good and poor readers in terms of strategy use is that poor readers are unable to recognise words correctly and spend considerable amounts of time decoding word by word; therefore, they attempt to make up for their incompetence in decoding by utilising a number of contextual clues. By contrast, good readers, who appear to have better decoding skills, can recognise every word with an automatic process, thereby achieving the

meaning without relying excessively on guessing strategies (van Dijk and Kintsch, 1983; Carrell, 1989). However, when good readers did rely on contextual clues in the text, they tended to perform better than poor ones.

Papalia's (1987) study seems contradictory to van Dijk and Kintsch's suggestion, since it found that successful American students who were studying French and Spanish at secondary level tended to make considerable use of guessing strategies in their L2 reading. Through think-aloud protocols, Papalia revealed the L2 reading strategies utilised by those successful readers as follows:

Reading around words they do not know; making use of all available information in the paragraph to comprehend unfamiliar words; taking chances and predicting meaning; guessing the meaning of unfamiliar words from the context; remembering that all words in a reading passage are not of equal importance; skipping unfamiliar words that are inconsequential to the meaning of the total phrase or paragraph; trying to find that part of the meaning that is determined by the syntax of the sentence; expecting the text to make sense and be sequential; not making constant translations; looking for cognates; having confidence in themselves; finding the meaning of the word they are not sure in the dictionary. (p. 72)

Papalia's list of L2 good reading strategies shared much with that of Hosenfeld (1979), particularly in terms of how successful readers dealt with the meaning of unknown words, such as looking for cognates, predicting or relying on their background knowledge, and looking up words from the dictionary when they failed to guess the meaning of unknown words. However, Papalia's list included more strategies good readers employed and highlighted their use of context clues and their skipping of unnecessary words, while Hosenfeld tended to focus more on their attempt at word decoding strategies. The interesting aspect in Hosenfeld's list is that she found that evaluating one's guesses, one aspect of metacognitive knowledge, is a strategy employed by successful readers.

The apparent contradiction might stem from the possibility that good L1 readers in van Dijk and Kintsch (1983) and good L2 readers in Papalia (1987) tended to deal with the text differently, since the latter seemed to rely more on contextual clues and

guessing strategies, whereas the former processed the text in a more automatic manner. Assuming this is the case, language proficiency seems to be one of the potential variables in strategy use between good L1 and L2 readers, or probably among L2 readers at different levels of proficiency (Cziko, 1980; Clarke, 1998; Devine, 1998; Hudson, 1998).

To add to the previous strategy studies, the study by Carrell (1989) assessed the relationship between readers' metacognitive perceptions of both of their L1 and L2 reading and their reading ability. Metacognitive questionnaires using a Likert scale, developed to analyse the subjects' metacognitive awareness judgement on silent reading in L1 and L2, involved statements related to four major aspects: *confidence* (What is a reader's perceived reading ability?); *repair* (What are the repair strategies a reader uses when he fails to comprehend?); *effective* (What are a reader's perceived effective reading strategies: sound-letter, word-meaning, text gist, background knowledge, content details, text structure, sentence syntax?); and *difficulty* (What aspects of reading does a reader perceive as the factor of reading difficulty: sound-letter, word-meaning, text gist, background knowledge, content details, text structure, sentence syntax?).

Carrell's metacognitive awareness study was the first to find that metacognitive awareness appeared to be correlated with L2 readers' language proficiency. The results confirmed that the subjects in both Spanish L1 and English L1 groups did not perceive local or bottom-up processing strategies, sound-letter, grammatical structures, word-by-word meaning and content details, to be beneficial to their L1 reading performance.

It is, however, evident that the Spanish L2 group, which was at lower proficiency than the ESL group, appeared to perceive bottom-up processing strategies as effective reading strategies and as difficulty-causing reading strategies. By contrast, the ESL group, at a higher proficiency level, perceived global or top-down processing strategies, background knowledge, text gist, and text organisation, to be

good strategies for comprehension. This metacognitive study shed light on the correlation of L2 readers' perceptions of reading strategies and language proficiency, and was the beginning of research in the field.

Subsequent studies have continued to confirm similar types of strategies deployed by good readers; Wallace (1992), for example, wrote that high-proficiency L2 learners seemed to 'use the same strategies as good experienced L1 readers, drawing on much of the surrounding text as possible, being prepared to tolerate uncertainty, using a wide range of textual cues in predicting what comes next, and generally being flexible in their response to texts' (p.59).

One of the most interesting and important studies on reading strategies is that of Anderson (1991), who hinted at more complex pedagogical implications of reading strategy research. The study investigated the reading strategies L2 readers employed while handling a reading comprehension test and reading academic texts, then examined the individual differences in strategy used in those tasks and explored the characteristics of good readers which distinguish them from poor readers.

His subjects were divided into three groups according to their scores on the *Descriptive Test of Language Skills—Reading Comprehension Test* (DTLS) and the *Textbook Reading Profile* (TRP): high-, mid-, and low-comprehenders. The former measure was a standardised test consisting of 15 reading passages with 45 multiple-choice questions, and the latter was comprised of two academic reading passages with 12 comprehension multiple-choice questions for each passage. The questions for the academic passages focused on 'high-order reading skills', such as understanding comparisons and cause-effect relationships and solving problems, while the questions in the standardised test more frequently emphasised understanding the main idea and drawing inferences. There was no time limitation for the subjects to complete the TRP, but they were given 15 minutes to complete the standardised test.



After the completion of both the DTLs and TRP, the subjects were asked to report, through think-aloud protocols, the reading strategies they used while engaging in the two reading tasks. Their responses were analysed and coded with the list of 47 reading strategies developed from Pritchard, Nevo and Cohen's lists, which covered five major categories: *supervising strategies*, *support strategies*, *paraphrase strategies*, *strategies of establishing coherence in a text*, and *test-taking strategies* (Anderson, 1991, p. 463).

The findings illustrated that a high score on these two reading measures—the DTLs and TRP—was caused by the intensity of strategy use. In other words, the students who tended to resort to more strategies scored higher overall in the two tasks, and those with lower scores tended to integrate fewer reading strategies into their reading activity. Interestingly, the results also revealed no statistical significance in the relationships between the number of specific strategies reported and the students' reading performance on the two reading measures.

A case study analysis of three subjects emphasised the versatile use of strategies of the student who had high scores in both reading tasks. He used the strategies of the five categories in the same way when coping with the test and academic texts; his strategies included 'monitoring comprehension by identifying when comprehension fails'; 'relating sentences from one part of the text to another'; and 'monitoring affective feelings about the text' (p. 466). The two weaker students tended to employ the same strategies in the two types of reading tasks. Interestingly, the weakest appeared to use the same strategies as the student who gained the highest score, but appeared to lack the knowledge of how to monitor the use of strategies. Anderson proposed that 'strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies' (p. 469).

Grabe and Stoller (2002) point out that a strategic reader employs a number of strategies to help him achieve tasks and solve problems he encounters. According to their study, common strategies skilled readers always use are:

specifying a purpose for reading, planning what to do/what steps to take, previewing the text, predicting the contents of the text or section of text, checking predictions, posing questions about the text, finding answers to posed questions, connecting text to background knowledge, summarising information, making inferences, connecting one part of the text to another, paying attention to text structure, rereading, guessing the meaning of a new word from context, using discourse markers to see relationships, checking comprehension, identifying difficulties, taking steps to repair faulty comprehension, critiquing the author, critiquing the text, judging how well objectives were met, and reflecting on what has been learned from the text. (p.83)

Clearly, this recent strategy list combines not only cognitive but also metacognitive reading strategies. The former includes, for example, ‘summarizing information’, ‘making inferences’, and ‘connecting one part of the text to another’, while the latter type of strategies includes ‘planning what to do’, ‘checking predictions’, ‘posing questions about the text’, ‘checking comprehension’, and ‘taking steps to repair faulty comprehension’. This list suggests pedagogical implications for the way that both cognitive and metacognitive strategies should be promoted in L2 reading strategy instruction.

Additionally, compared to the previous lists by Hosenfeld (1979) and Papalia (1987), Grabe and Stoller’s list shifts the focus from strategies used to understand the literal and inferential-level text meaning onto more advanced analytical strategies such as ‘critiquing the author’, ‘critiquing the text’, ‘judging how well objectives were met’, and ‘reflecting on what has been learned from the text’. This list, which combines metacognitive and cognitive strategies with an emphasis on analytical reading strategies, can surely make clear the distinct characteristics of successful and unsuccessful readers.

### **2.3 Strategy instruction**

Instructional studies have been conducted in an attempt to develop L2 readers’ awareness of their own reading and their consistent and strategic use of effective reading strategies. Explicit explanation and teacher’s modelling of a cluster of effective reading strategies have been proven to be an effective way to increase

learners' control, knowledge, and use of strategies, and to give them greater self-confidence (Brown, Campione, and Day, 1981; Duffy et al., 1987; Shih, 1992; Oxford and Leaver, 1996; Kameenui, Simmons, Chard, and Dickson, 1997; Cohen, 1998; Grabe, 2004; Ediger, 2006).

As previously discussed, good readers tend to deploy a cluster of effective strategies (Anderson, 1991; Paris, Lipson, and Wixon, 1994; Ediger, 2006); therefore, Grabe and Stoller (2002) suggest that L2 readers should be taught to use a wide variety of reading strategies, rather than a single one, over an extended period in order that they may make use of the integrated strategies they have learnt strategically. They stressed that 'balancing the many skills needed for comprehension also requires that the reader be strategic' (p.18). It has even been claimed that well-selected strategies taught in strategy instructional curriculum can promote the efficacy of the instruction (Kameenui, Simmons, Chard, and Dickson, 1997).

In addition to the instruction in a series of effective strategies, practice and an explicit focus on how to employ strategies appropriately and effectively are closely related to improved reading performance. Chamot and Kupper (1989) point out that the number of strategies used by learners is not as good an indicator of success as the way they deploy them, or how appropriately and flexibly they use strategies while reading. Given this, Weaver and Cohen (1998) suggest an emphasis on 'how', 'when' and 'where' to use strategies, not only 'what' to employ during reading. This is likely to increase learners' chances of developing the ability to select appropriate strategies, or of individualising their strategy use to suit their learning styles and particular reading contexts, the ultimate objective of strategy instruction (Oxford, 1990; Skehan, 1991; Weaver and Cohen, 1998). As Ediger (2006) states:

Focus on helping students understand when and where to use strategies, either by explaining it to them directly, or by having them abstract it while practicing the use of strategies. Such instruction needs to include important metacognitive information, such as why the strategy should be used, what it accomplishes, and specific situations in which the strategy is applicable. (p. 317)

She adds that reading programmes should integrate a real purpose for reading, such as ‘getting a general idea about something’, ‘synthesizing or putting information into a different format’, ‘learning about the subject’, or ‘obtaining information crucial for performing a specific task’ (p.319), into the classroom, in addition to guiding students in how to regulate strategies to achieve their specific purposes. Paying attention to purposeful reading, or real-world reading, is likely to enhance learners’ effective strategy use, as *why we read* can determine *how we read* (Ediger, 2006). This is also matched up with Tierney and Cunningham’s (1991) and Davies’s (1995) suggestions that students should be provided with clear purposes for reading prior to going to the text to enable them to pursue their reading goals in a more systematic way.

In addition to enhancing better performance, Schraw and Dennison (1994a) emphasise that the provision of specific purposes for reading can increase the interestingness of text content, involving students in what they are reading. This type of interest, or what they call ‘purpose-driven interest’, occurs when text information is integral to the reader’s purpose, suggesting that interest in a text depends not only on intrinsic interest but also external conditions. To enhance purpose-driven interest, they advise teachers to ‘focus readers’ attention on selected text information’ such as ‘asking students to read a historical text from different perspectives’ (p.14).

There have been several attempts to investigate the effect of reading strategy training on L2 reading performance. A number of studies reported positive effects of strategy instruction in relation to learners’ improved reading performance (e.g. Carrell, Pharis, and Liberto, 1989; Kern, 1989; Raymond, 1993; Auerbach and Paxton, 1997; Fraser, 1999; Nassaji, 2006). A notable critic, however, is Rees-Miller (1993), who found unsuccessful relationships between strategy interventions and learners’ reading performance and encouraged teachers to be aware of some factors, such as cultural differences, age, teachers’ beliefs about language learning, affective factors, and learners’ varying cognitive styles and educational background, which could complicate strategy instruction.

### **2.3.1 Rationale for reading strategy instruction**

As outlined in section 2.1.1, despite the fact that learners are successful or proficient readers in their L1, they may not necessarily transfer strategies and skills they possess into their L2 reading, particularly if they encounter great difficulties with language complexity; in other words, language proficiency can impede L2 learners in employing effective strategies (Lubelska, 1991; Oxford and Leaver, 1996; Clarke, 1998). According to Clarke (1998),

The role of language proficiency may be greater than has previously been assumed; apparently, limited control over the language ‘short circuits’ the good reader’s system, causing him/her to revert to poor reader strategies when confronted with a difficult or confusing task in the second language. (p. 120)

This suggests that reading strategy instruction cannot be underestimated in the EFL reading context. Showing learners characteristics of a good reader can raise their awareness of effective reading strategies, and ‘even if they do have the skills and can transfer them, learners benefit from sharpened awareness and practice’ (Lubelska, 1991, p.569). In response to the need of awareness raising and practice, Chamot and Kupper (1989), Oxford and Leaver (1996) and Pressley (2000) emphasise long-term strategy instruction to promote learners’ chances of transferring the strategies they have practised into the reading contexts.

This is in accordance with Macaro’s (2006) notion of strategies, which explains that strategies can gradually become skilful behaviours at a later stage through an extensive amount of independent practice over an extended period of use. Considering this notion, strategy training, coupled with independent practice, is likely to help establish effective habitual L2 reading behaviours, such as those related to higher-level processing strategies, and to enable learners to become more autonomous and to increase their ability to individualise their strategy use in real-life situations (Chamot and Kupper, 1989; Pressley, 2000; Ediger, 2006).

### **2.3.2 Teacher's role in strategy instruction**

The teacher's direct guidance in strategy training is critical to learners' strategy development (Paris, Lipson, and Wixson, 1994), as 'when the strategies are implicit and thus not explained, modelled or reinforced by the classroom teacher or the textbook itself, strategy training may not actually take place, and students may not be aware that they have been using the strategies at all' (Weaver and Cohen, 1998, p. 79). Winograd and Hare (1988) proposed five components of the teacher's explicit instruction and explanation: what the strategy is; why a strategy should be learned; how to use the strategy; when and where the strategy should be used and how to evaluate the use of strategy. These five components involve a focus on and development of learners' metacognitive as well as cognitive strategies, which cannot be separated in instructional settings.

In addition to providing direct strategy instruction to build up reading strategies, Wallace (1992, p.60) suggests that the teacher should encourage students to show an awareness of their reading and strategies by simply asking them how they react when facing difficulties in reading. This enables students to share and realise some good reading strategies they use in small groups, as well as helping the teacher discover what they need to improve in terms of reading strategies. This shared or collaborative reading process can enhance students' metacognitive as well as cognitive strategies, and in the long run can optimise their independent learning (Oxford, 1996; Kameenui et al., 1997).

Another practical guidance in strategy instruction is proposed by O'Malley and Chamot (1990), who advise the teacher to follow the following five instructional phases to enable their students to become strategic learners: preparation, presentation, practice, evaluation and expansion activities. In the preparation phase, it is important for the teacher to explain the objectives of a particular task and to encourage students to brainstorm what strategies they can employ to accomplish the task. In addition to planning their strategy use, students are taught to recall prior knowledge, predict the task's difficulties and selectively attend to language items, in this phase.

In the presentation phase, the teacher presents the task to students and teaches the following strategies to enable them to deal with the new information: scanning for key ideas, checking one's degree comprehension, guessing meaning from context, relating new information to prior knowledge, imagining descriptions or events presented and questioning for clarification (O'Malley and Chamot, 1990, p.201 to 202). In the practice phase, small groups are encouraged, as these provide students with opportunities to apply the strategies taught in the presentation stage to facilitate their understanding.

After group work, the teacher needs to evaluate students' understanding of the task and to introduce evaluative-related strategies to them, such as self-evaluation, relating new information to prior knowledge, questioning for clarification, cooperation, and self-talk (O'Malley and Chamot, 1990, p.202). Finally, in the phase of expansion activities, the teacher should provide more opportunities for students to think of the strategies they have learnt and to apply them in other authentic situations. The notable aspect of O'Malley and Chamot's instructional phases is that they integrate not only metacognitive but also cognitive strategies into the process of strategy training.

Rosenshine and Meister (1997) suggest guidance for the teacher to provide step-by-step scaffolding—collaborative assistance or interactions between the teacher and learners (Ohta, 2001)—to enable learners to become competent in employing cognitive strategies by employing seven scaffolding steps:

1. Develop and present a procedural prompt.
2. Demonstrate the use of the prompt through modelling and thinking aloud.
3. Guide students through initial practice using techniques that reduce the difficulty of the task.
4. Provide for student practice.
5. Provide for feedback and self-checking.
6. Increase the students' responsibility as they master the strategy.
7. Provide independent practice with new examples. (p. 90)

The initial phase of their scaffold begins with providing learners some prompts, or clear steps of how to apply a strategy in reading, and relevant examples, before

moving on to the actual phase of modelling the steps of, for example, guessing meaning of unknown words from their context and of describing the internal processes during the demonstration. Then, it is important for the teacher to provide guided practice, such as using simple tasks and texts; doing part of the task as an example; and providing learners with clues, to prepare them before instructing them to practise their strategy use in small groups the next stage.

After the completion of small groups, the teacher needs to provide feedback on students' responses and guide them through how to improve their performance. During this phase, it is necessary that the teacher gradually reduce prompts and supports to increase students' responsibility and autonomy, particularly when students show signs of being able to cope with the task better (see also Kameenui et al., 1997; Cohen, 1998). Finally, according to Rosenshine and Meister (1997), the teacher should offer students chances to practise the use of strategies they have been taught in various new contexts of reading, either in whole class, small group, pair or individual work to promote the transferability of the strategies.

These instructional steps also match those suggested by Weaver and Cohen (1998), who encourage teachers to uncover their students' learning styles and preferences so that they can individualise their strategy training to suit the needs of the target learners. The teacher's five instructional steps are:

1. Describe, model, and give examples;
2. Elicit additional examples from students based on their own learning experiences;
3. Lead small-group/ whole class discussions about strategies;
4. Encourage their students to experiment with a broad range of strategies; and
5. Integrate strategies into everyday class materials and provide students with contextualized strategy practice (1998, p.81).

In short, it is apparent that the final step of all the instructional scaffolding discussed in this section aims to enable learners to individualise their strategy use in real-world situations; the teacher is expected to maximise their opportunities to apply strategies



independently in various contexts of reading (Kameenui et al., 1997; Rosenshine and Meister, 1997; Weaver and Cohen, 1998). Along with the provision of independent practice, the teacher should assist students in evaluating the effectiveness of their strategy use to enable them to become more self-regulated, or autonomous, learners (Winograd and Hare, 1988; O'Malley and Chamot, 1990; Oxford, 1990). The teacher should also bear in mind that various forms of scaffolds should be offered to students prior to providing them with independent practice, and recycled when difficulties occur (Cohen, 1998). Despite the removal of scaffolds, Janzen and Stoller (1998) advise the teacher to keep repeating strategies in contextualised reading to promote the transferability and maintenance of their strategy use (see also Kameenui et al., 1997; Cohen, 1998).

## **2.4 Summary**

Since strategies are 'conscious thoughts and behaviours' (Weaver and Cohen, 1998, p. 68), they can be explicitly taught, modelled, planned, monitored and evaluated. In the present study, the designed reading materials embrace explicit strategy instruction with an emphasis on a combination of metacognitive and cognitive strategies; the training of integrated strategies are believed to promote learners' reading performance and comprehension (Carrell, Pharis, and Liberto, 1989; Anderson, 1991; Auerbach and Paxton, 1997), self-confidence in reading (Ediger, 2006) and motivation (Garner, 1994; Guthrie, Wigfield, and VonSecker, 2000; Cohen and Dornyei, 2002).

The selection of metacognitive strategies in the designed materials are planning one's action, self-questioning, evaluating one's prediction and thinking of remedial actions; they were chosen to enable the students to plan, self-monitor and evaluate their own reading and comprehension. To directly promote the students' text comprehension, the cognitive strategies presented in the materials are those commonly employed by good readers, such as predicting, relating new information with prior knowledge, guessing meaning of unknown words from context, making inferences, scanning and skimming.

In L2 reading strategy instruction, claims have been made that both metacognitive and cognitive strategies are best learnt through explicit teaching, incorporating the teachers' modelling and scaffolding. The prominent factors in strategy instruction, which can foster L2 learners' reading strategy development are the provision of purposes of reading and of strategy use (Winograd and Hare, 1988; Tierney and Cunningham, 1991; Weaver and Cohen, 1998; Ediger, 2006); independent practice within realistic contexts of reading (Chamot and Kupper, 1989; Oxford and Leaver, 1996; Grabe and Stoller, 2002; Nassaji, 2006); and an emphasis on how to enable students to evaluate the success of their strategy use.

In the present study, a number of prompts, or namely, strategy explanation, steps of how to apply strategies, the rationale of strategy use and examples, are provided in the materials to scaffold students through the application of strategies in a particular task. In the Teacher's Manual, the teachers are guided to begin the initial phase of strategy training with explicit explanations of why and how to apply a particular strategy in a particular context, as suggested by Winograd and Meister (1988) and Weaver and Cohen (1998). They are also advised to model steps of how to employ strategies and to read the first part of the text with the whole class, pointing out ways to apply strategies in contextualised reading. Independent practice in the form of collaborative work is provided to the students throughout the materials; they can then exchange their views and discuss appropriate strategies they should use in each particular context. With explicit instruction and independent practice, the materials are expected to promote learners' autonomy and transferability of strategies.

## **CHAPTER 3**

### **Collaborative Learning: The Socio-Cultural Perspective**

As we saw in Chapter 2, metacognitive and cognitive strategies can promote L2 reading performance. In this chapter, I will continue reviewing the theoretical framework underlying the design of my learning and teaching tasks, which are intended to encourage students' learning development.

#### **3.1 Introduction**

Research on collaborative interaction in language learning classrooms has drawn on Vygotsky's (1978) notions of the 'zone of proximal development', 'scaffolding', and 'private speech', which he claimed play an important role in facilitating L2 learners' language learning processes (de Guerrero and Villamil, 1994, 2000; Ohta, 1995, 2001; Oxford, 1997; Lantolf, 2000; Ewald, 2005; Lantolf and Thorne, 2006). According to Oxford (1997), collaborative learning, which has a strong connection with socio-cultural theory, centres on the notion that an individual's knowledge comes from communication with others.

The term 'collaborative learning' as used in this study conveys a distinct meaning from the term 'cooperative learning'. That is, following Oxford (1997), cooperative learning tends to be more structured and is intended to enhance learners' cognitive, communicative and social skills in the target language, whereas collaborative learning appears to be less structured and attempts to engage learners in knowledge communities through social interactions. Oxford (1997) defines collaborative learning, which is relevant to the context of the study, as:

...a reacculturative process that helps students become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to. (p.444)

This definition is relevant to the current study, in which students of mixed ability will be asked to discuss the meaning of texts and perform a variety of reading tasks in small groups.

Donato (2004) emphasised that collaborative work involved ‘a meaningful core activity and the social relations that develop as a result of jointly constructed goals for the common endeavour’ (p.286). Collaboration in Donato’s view also referred to the acceptance of members’ contributions to the activity and the establishment of intersubjectivity within groups. This notion is intended to distinguish collaboration from the commonly used term ‘interaction’, or what he called ‘loosely knit configurations of individuals’ (Donato, 2004, p.298).

In the following sections, I will discuss the three interrelated areas grounded on Vygotsky’s theory the ‘zone of proximal development’, ‘scaffolding’ and ‘private speech’—followed by studies on collaborative interactions in language learning and L2 reading contexts.

### **3.2 Zone of proximal development**

The zone of proximal development (ZPD) is the metaphor Vygotsky (1978) proposed as a way to explain the process of an individual’s internalisation of knowledge and skills through social forms of mediation. More specifically, the ZPD refers to the distance between the development achieved by oneself and one’s potential future development through the assistance of the expert or of more skilful peers (Cole, 1985; Leontiev, 1987; Rogoff, 1995; van Lier, 1996; Lantolf, 2000; Lantolf and Thorne, 2006). Vygotsky (1978) proposed the notion of the ZPD as follows:

An essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with

people in his environment and in cooperation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement. (p.90)

Again, Vygotsky referred to the actual development level, already established in the child's mental functions, and the level of potential development, which was built up by guided support from more capable individuals through problem-solving activity (Lantolf and Thorne, 2006, p.266). The assistance from others will eventually become one's self-regulation; in other words, through the support from others, an individual learner can, over an extended period, move from other-regulation to self-regulation (Ohta, 2001). This process of gradually moving from depending on others' guidance to becoming more independent in manipulating one's own language use and mental activity is called 'internalisation' (Wertsch, 1985; Donato, 1994). Vygotsky's notion of how knowledge is internalised is regarded as outside-in, because once interaction or relationships with others are established, knowledge can then be internalised, which constitutes the process of cognitive development.

According to the description, processes of internalisation entail two crucial stages of developmental learning: the stage related to the social level, and the one related to the individual level. The former is primarily involved with interactions between individuals, whereas the latter is concerned with the inner part of the individual. Vygotsky (1978, p.57) proposed that:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals.

Given this, one must take into consideration both external (social) and internal (individual) factors when considering the basic idea of internalisation, or individual development through social interaction (Wertsch and Stone, 1985; Donato, 1994; Oxford, 1997). Donato (1994, p.37) further explained that when both the expert and

novice are engaged in problem-solving activity, the novice internalises the expert's strategic processes through the expert's guidance and support.

The concept of the ZPD and internalisation has played a key role in both psychology and pedagogies, including L2 instruction. To integrate the notion of the ZPD into L2 pedagogy, van Lier (1996) points out that the teacher needs to be advised to ensure that all kinds of teaching take place in the ZPD through pedagogical scaffolding. Likewise, Ellis (2003, p.180) also views the ZPD as the crucial construct in language learning, given the fact that it provides an insight into the reasons why learners do not succeed in performing some structures despite external forms of mediation; why they are able to perform some structures with support from others, but not independently; and how learners' internalisation processes occur. Most recently, Lantolf and Thorne (2006) have summarised three key concepts surrounding the notion of the ZPD: social interaction, cultural tools and an individual's development, as follows:

Three interrelated concepts are involved, namely that social interaction informs the development and character of mental processes, that cultural tools mediate psychological functioning, and that development advances through the ZPD. (p.287)

### **3.3 Scaffolding**

The term 'scaffolding' is closely related to the concept of instruction; it involves collaborative interactions between the teacher and learners, or between learners who mutually support each other through the use of language (Cazden, 1994; Donato, 1994; Rogoff, 1995; Anton, 1999; Ohta, 2001). In other words, learners' learning experiences are mediated by assistance from others in their ZPD through semiotic symbols. In the light of Vygotsky's original proposal that the higher form of mental abilities could be mediated through social interaction with more capable person(s) (Lantolf, 2000, p.17), neo-Vygotskian work has focused on the significance of social interaction, particularly between an expert and a novice in learning (Erickson, 1996).

In institutional settings, scaffolding can frequently be observed in interactions between the teacher or expert and a student or novice. The expert tends to help the novice complete and gain insight into a function he is performing. This external mediation later facilitates internal mediation, in which the novice appropriates, internalises and self-regulates what he has learnt from the expert.

The concept of scaffolding (Wood, Bruner, and Ross, 1976) originally centres on mutual working steps between the child or learner and the caretaker or teacher. This collaborative process requires a contribution from all participants who engage in an activity; it cannot be performed by only one participant, but by parties jointly and mutually helping each other identify, repeat and respond to problems (Wood et al., 1976).

Wood et al. (1976) stated that a child would be enabled through the scaffolding process to carry on an activity, achieve the task's purpose and deal with a problem which seemed to be beyond his capacity to cope with (p. 90). They characterised the features of scaffolding the expert provided to the novice into six actions: recruiting the novice's interest; making the task more manageable; maintaining the goals; marking critical features; controlling frustration; and modelling the act to solve the problems. These features of scaffolding address not only the cognitive processes of the person who attempts to achieve the task, but also social and affective aspects, which are considered to be key elements in assisting one to learn new knowledge, based on the socio-cultural theory.

Rogoff (1995) referred to scaffolding as 'guided participation', which emphasised 'the mutual involvement of individuals and their social partners, communicating and coordinating their involvement as they participate in socioculturally structured collective activity' (p.146). The key notion of Rogoff's 'guided participation' was collaborative engagement or shared endeavours contributing to activities. It was not necessary, however, that these shared endeavours always involve equal or symmetrical interaction, as, for example, actions like observing and following others'

decisions could be considered part of the interpersonal engagements in sociocultural activities in Rogoff's view.

In the L2 pedagogical context, van Lier (1996) proposes three stages in scaffolding the teacher can apply to foster learners' progress in the ZPD: episodes, sequences, and interactions. The first process is to start at the global level, stimulating learners to use a variety of target phrases. The teacher should allow a certain amount of time for learners to practise and repeat them until they become confident and independent in using the target phrases. For the second level, which deals with the activity itself, the teacher should set up an activity with a planned script, so that the teacher will know where to stop and encourage the learners to move on. Finally, the teacher has to provide local interactions to guide students towards the right track. As van Lier (1996, p.199) stated, 'At this level, the teacher decides, from moment to moment, when to prompt, help, pause, correct, and in other ways try to encourage the students' participation'. As the learners need less help, the teacher should gradually remove the scaffolding so that learners can become more self-regulated (Aljaafreh and Lantolf, 1994).

One example of the teacher's role in scaffolding pedagogy is provided by Anton (1999), who examined the interactive assistance between the teacher and students in the L2 classroom. Anton showed how the teacher's language functioned as a mediator to provide effective scaffolding, while the students moved ahead in the ZPD. Specifically, when the teacher and students engaged in negotiation, the teacher's scaffolding consisted of both verbal moves including 'directives', 'assisting questions', and 'repetition', and non-verbal moves such as 'pauses' and 'body movement' (Anton, 1999, p.314).

Numerous studies on L2 collaborative assistance have shown that the assistance provided in L2 language learning can also be between learners (de Guerrero and Villamil, 1994; Donato, 1994, 2004; Ohta, 1995, 2001; van Lier, 1996; Ellis, 2003). For instance, de Guerrero and Villamil (1994) observed peer interaction when two



L2 learners had an opportunity to discuss and revise a piece of writing which one of them had written. They found that learners engaged in the process of revising and helping each other solve textual problems and carry out self-revision throughout the task, and concluded that learners contributed roughly equally in the on-task interactions, as they always took turns at being self-regulated, scaffolding the other, and being scaffolded by their peer. It seems that they took turns playing the roles of expert and novice. Only in a few instances, as when some pairs struggled to assist one another in the revision task on their own, did they seek help from the teacher or the neighbouring students as an alternative way out.

De Guerrero and Villamil pointed out that the learner role in peer interaction varied according to a variety of task factors, which were 'L2 knowledge, awareness of goals, mastery of rhetorical mode, role adopted (whether reader or writer), and presence of a collaborator' (p.41). Despite the fact that both peers were other-regulated or depended on each other's assistance, they were able to come up with a satisfactory result.

Ohta's (1995) study on collaborative interaction in the ZPD by intermediate learners of Japanese revealed that not only did a learner with poor L2 skills benefit from working with a more capable learner, but the more advanced learner of Japanese could also benefit by interacting with the less capable one. Ohta explained that 'peer interaction allows learners to share their strengths through scaffolding as learners explicitly help one another through prompting and error correction' (p.116). The analysis of collaborative interaction between these two learners showed that they were able to employ a variety of Japanese language functions which did not occur in the context in which the teacher controlled the classroom interaction or activity, which seemed to limit language use and learners' responses (p.116).

Van Lier (1996) also underlined the importance of peer interaction in the case of adolescents or adults learning a second language. He proposed that adolescent and adult learners gained over time what he called 'inner resources', which they can

depend on and deploy to assist themselves in performing a task, in addition to resorting to the expert's assistance. Second language learning processes in the ZPD, consequently, might be achieved by learners' resorting to several sources of assistance, including 'assistance from more capable peers or adults', 'interaction with equal peers', 'interaction with less capable peers', and 'inner resources' (van Lier, 1996, p.193).

Given the fact that multiple 'Zones of Proximal Development' could effectively expand learners' self-regulation, pair and small group work are likely to provide all van Lier's sources of interactions, as learners would have opportunities to work with more capable, less capable and equally capable peers, and to rely on their experiences and knowledge during the process of contributing to their group.

Ellis (2003) highlights the importance of the notion of 'contingency' in peer scaffolding. In his view, contingency, or how one utterance is related to another and how this coherence in discourse meets the expectations of interlocutors, plays a crucial role in learners' collaborative interactions in terms of skill development. As he states, 'Contingency constitutes an important condition for learning through social interaction to take place and scaffolding serves as one of the chief means of achieving it with low-proficiency learners' (p.182).

The goal of scaffolding in Donato's (2004) view is not restricted to the internalising of knowledge in the individuals' mind; rather, it concerns 'apprenticing, initiating and transforming individuals into participating and contributing members of social networks' (p.289). He further comments that providing social and cognitive support is a time-consuming process for learners to master and develop. The pedagogical implication of this is that learners need opportunities to work consistently together on tasks for an extended period of time. Donato (2004) emphasises that 'Studies of isolated tasks performed in short time frames by individuals not accustomed to working together simply do not capture or depict the realities of how learning is dynamically constructed in collaborative contexts' (p.288).

### **3.4 Private speech**

In Vygotsky's theory, sources of mediation can range from material tools and human behaviours in social interactions to semiotic symbols or language (Donato and McCormick, 1994; Donato, 2004). The last of these, however, seems to play a more important role in language learning activity, since internalisation through social interactions is unlikely to take place successfully without semiotic mediation or language as a communication tool (Wertsch, Rio, and Alvarez, 1991; Appel and Lantolf, 1994; Donato and McCormick, 1994). Appel and Lantolf (1994, p.437) view language as a symbolic tool which 'mediates human consciousness and thus imbues us with the ability to organise, control, and alter our mental activity'.

From the Vygotskian perspective, the semiotic systems through social interactions, originally referring to child-adult communication, are likely to make possible the individual's internalisation process of the new knowledge or activity (Wertsch, Rio, and Alvarez, 1991). According to Appel and Lantolf (1994), language or human speech has two mediational functions: '[a] primary function to mediate our social activity, and a secondary function, to mediate our mental activity' (p.439). The latter, called 'private' or 'egocentric' speech, is the form of speech that children use to talk to themselves, despite the presence of others. It is not yet directed at others, but rather at the children themselves (Lantolf, 2000, p.15). This type of speech enables a child to manipulate his mental functioning when he engages in an activity (Ellis, 2003, p.178).

Similarly, adults may resort to private speech to self-direct themselves to achieve a goal. According to Lantolf (2000), self-directed language (Wertsch, 1998) arises when 'we ask ourselves questions, answer these questions, tell ourselves to interrupt a particular activity, tell ourselves we are wrong or that we cannot do something, and that we have completed a task' (p.15). Over time, private speech, which occurs at the time the individual appropriates words, phrases, or sentences from past social interaction with others, becomes a precursor of 'inner speech' or 'verbal thinking' (Leontiev, 1987; Lantolf, 2000; Ohta, 2001). As Leontiev (1987) states:

Egocentric speech does not fade away, but becomes internal speech. It is internalised. It is the most important means of thinking which is born in the external, objective activity of the child. (p.25)

Once private speech evolves into inner speech, it will become part of the individual's mental order, which assists one to 'organise and integrate the events that occur in space and time into the plot of our life narrative; without inner speech, this organisation and integration are impossible' (Pavlenko and Lantolf, 2000, p.165). When learners encounter difficulties in a task they are determined to overcome, however, the externalisation processes need to be engaged again by using forms of private speech to obtain control over the task (Foley, 1991; Appel and Lantolf, 1994; DiCamilla and Lantolf, 1994; McCafferty, 1994; Lantolf, 2000). Foley (1991) highlighted the employment of learners' private speech: 'When an individual finds himself faced with a difficult task, he externalises the inner order so that he may regulate himself' (p.63).

It is argued that both L1 and L2 speakers resort to private speech to achieve self-regulation. Appel and Lantolf (1994) investigated how speaking or private speech mediated the L1 and advanced L2 readers' attempts to verbalise what they comprehended from both expository and narrative texts, and explored how the subjects' private speech assisted their processes of text understanding. Data obtained from recall protocols reflected evidence of the use of private speech to externalise the task orientation or planning process at the time that L1 and L2 learners planned their own strategies to achieve their goals, while reading both expository and narrative texts. However, evidence that confirmed that speaking was directed at comprehending the text was only found when both learners recalled the expository text, probably because they tended to be more familiar with the narrative style of writing and to rely on their background knowledge to construct the meaning, rather than on speaking.

Appel and Lantolf's analysis of learners' private speech supported their view that both L1 and L2 learners deployed planning strategies to direct themselves towards

the solution of the problem and used language as a mediational tool to understand texts, particularly expository texts. They provided an example of one L2 subject who attempted to understand a text through speaking about it and was finally able to partly solve the difficulties. Given this, text comprehension might not necessarily occur during the reading processes, but it can be the result of learners' speech. Appel and Lantolf (1994) concluded that:

In our view, all of this means that people can construct meaning from a text after the reading process itself has ended. They do this by conversing with others, with the self in the presence of others, or as in the case of our subjects, with the self in the presence of no one other than the self. All of these activities are, at their core, social. (p.449)

McCafferty (1994) established a link between L2 language proficiency and the production of learners' private speech; L2 low-intermediate learners in his study produced significantly more private speech utterances than L2 advanced learners. These low-intermediate learners employed private speech in an attempt to obtain self-regulation in the picture narrative task through 'imposing inappropriate schema on the task', 'commenting on some aspects of the narrative', and 'producing sign, laughter, and exclamations when indicating that the learner felt he or she did not have a complete grasp of some element of the task' (p.126).

A particular development in research into L2 learners' use of private speech is the investigation of how learners use their L1 in assisting themselves to become self-regulated (de Guerrero and Villamil, 1994; Villamil and de Guerrero, 1996; Anton and DiCamilla, 1999; Swain and Lapkin, 2000; Upton and Thompson, 2000). It has been found in these studies that private speech tends to take the form of the learners' L1, rather than L2, given the fact that their L1 seems to be their preferred mediational tool, facilitating their understanding and task performance. This is of particular relevance to my study, and so I consider some of the recent studies in more detail in the next section.

### **3.5 Studies on the use of L1 in L2 learning contexts from the socio-cultural perspective**

It has been found that under certain circumstances L2 learners may use private speech in the form of L1 when engaged on problem-solving tasks (de Guerrero and Villamil, 1994, 2000; Villamil and de Guerrero, 1996; Anton and DiCamilla, 1999; Swain and Lapkin, 2000; Upton and Thompson, 2000). Swain and Lapkin's (2000) study on the L1 (English) use of grade 8 French immersion students during short-story task completion showed that the L1 was a tool used to serve the following functions: to manage and to understand the semantic information of the task, to focus attention on vocabulary use and linguistic forms, and to achieve intersubjectivity. These categories of L1 functions came from the analysis of the students' dialogues during their task performance; the students in one class were asked to work with their partners, taking turns narrating the pictures they received, and then to use this information to write a story (the jigsaw task), whereas the students in the other class were instructed to listen to the same story told by a native speaker and then to jointly write a story, based on their notes (the dictogloss task).

Swain and Lapkin's summary of the functions of L1 in L2 contexts revealed that L1 was used to enable learners to understand linguistic forms, to understand the task content, to establish interpersonal interactions and to obtain control of the task (see also Villamil and de Guerrero, 1996; de Guerrero and Villamil, 2000).

In addition to establishing the three main categories of L1 functions, Swain and Lapkin examined whether tasks differed in the amount of the students' L1 use, to what extent differences in the amount of L1 use related to differences in the quality of the students' writing, and how variable task performance across pairs was (p.260). The results showed that jigsaw and dictogloss classes produced a similar amount of English in all functions. Interestingly, there were significant correlations between the lower performers on the writing task and the amount of L1 use, but only in the jigsaw group. As Swain and Lapkin wrote, 'The lower the ratings on these two indicators of written story quality, the greater the amount of L1 use' (2000, p.264).

The study also suggested that different task types required varying degrees of need for the use of L1. More specifically, the jigsaw task, in which the students were engaged in searching for vocabulary used in the story, required ‘less use of the L1 among higher-achieving students and more use of the L1 among lower-achieving students’ (p.267) compared to the dictogloss task, in which they tended to use their L1 as metalanguage, or as a tool to help them understand the language in the story. Swain and Lapkin confirmed the relationships among the quality of the students’ written story, task type, and the use of L1; that is, lower performers needed to use the L1 to a greater extent, and the need to use the L1 also depended on the type of task on which they were working. Given this evidence of the students’ use of L1 to facilitate their L2 task performance, Swain and Lapkin underlined the necessity of L1 use as follows:

Without their L1 use, the task presented to them may not have been accomplished at all. Herein lies the explanation for the seeming paradox with which we began this article: judicious use of the L1 can indeed support L2 learning and use. (2000, p.286)

Another relevant study, which particularly focused on the role of L1 in L2 reading, was conducted by Upton and Lee-Thompson (2000), who examined how university-level L2 readers (Chinese and Japanese native speakers studying in the United States) of different proficiency levels used their L1 to facilitate their understanding of an expository text written in English, and in what contexts the cognitive use of the L1 enhanced L2 comprehension (p.472). Twenty participants in the study were placed into three groups according to their proficiency results from the Michigan Test of English Language Proficiency (MTELP): intermediate, advanced, and post-ESL groups.

Each student was instructed to read one expository text, *The Problem with Lead-Based Paint*, and then to verbalise everything he was thinking about and doing while reading through think-aloud protocols. To be precise, they were asked to report in the language in which they were thinking while they coped with the text. After the think-aloud protocols, retrospective interviews were carried out to elicit more clarification

of the students' reading processes reported in the think-aloud protocols. Similar to the study of Swain and Lapkin (2000), data obtained from this study suggested that students of lower proficiency processed their L2 reading using their L1 more frequently than their high-level peers (the intermediate students used their L1 61 percent of the time, the advanced students 43% and the post-ESL students only 15%, respectively).

Through in-depth investigation of the contexts in which these learners employed their L1 to facilitate their L2 comprehension, analysis of the students' verbalisation demonstrated that L1 was used in the five following ways:

- (1) Readers simply translated what they felt a word or phrase meant;
- (2) They expressed some doubts about word or phrase meaning and used their L1 to help them wrestle with this meaning;
- (3) They used the L1 to confirm their comprehension of larger chunks of text beyond the phrase level;
- (4) They used the L1 to wrestle with the meaning of chunks of text beyond the phrase level;
- (5) They used the L1 in an attempt to predict or anticipate text structure and content. (Upton and Lee-Thompson, 2000, p.481)

From the sociocultural perspective, we can see from these categories that L1 was used as a tool to mediate L2 reading comprehension. That is, these learners used L1 to externalise their thoughts and to orient themselves towards the correct understanding of the text, in addition to their use of L1 as metalanguage. In the view of Upton and Lee-Thompson (2000), these uses of L1 tended to assist the intermediate and advanced learners to achieve text comprehension, rather than impeding it. As they explained, 'Use of the L1 by the intermediate ESL students supported comprehension 76% of the time and was not supportive 24% of the time', and 'For the advanced ESL students, use of the L1 supported comprehension 84% of the time, whereas it did not do so only 16% of the time' (p.484). While the use of L1 occasionally did not support the students' L2 comprehension in both intermediate and advanced ESL students, it facilitated the post-ESL students' comprehension 100 percent of the time.



This suggested that when the readers' L2 proficiency level increased to a certain level, they tended to process text in a more automatic manner, and thus the use of L1 gradually reduced and became less efficient (Upton and Lee-Thompson, 2000, p.489). Upton and Lee-Thompson further argued that:

Through a sociocultural lens, the use of the L1 to mediate L2 reading comprehension is not merely a reading strategy (i.e., translation), but it provides a palette of tools that can be used to create a cognitive space in which the reader can facilitate his or her own understanding of a text. (p.491)

In the light of the above studies, one can say that the use of L1 plays a key role in facilitating learners' self-regulation through the form of their private speech in an L2 learning context, as it enables them to gain control over the task demands.

Additionally, the L1 has been shown to provide semiotic mediation for learners to achieve understanding in collaborative interactions, to establish intersubjectivity within their groups, and to serve affective functions during task performance.

Evidence of the use of L1 in scaffolding processes has also been found in L2 reading collaborative interactions in a way that mediates learners' text understanding (Cotterall, 1990; Klingner and Vaughn, 2000; Mike, 2000; Helmar-Salasoo, 2001). I will discuss some of these studies in detail in the following section.

### **3.6 Collaborative interaction in L2 reading comprehension**

The studies discussed in the previous sections focus on how social interaction among peers can contribute to the success in language production, including speaking and writing skills. Research investigating the relationship between peer interactions and L2 reading comprehension is still rare. However, there is some related research, which I shall discuss in this section to provide insights into how L2 learners' scaffolding and private speech are related to L2 reading performance.

Cotterall's (1990) context of study is relevant to that of the present study, given the fact that it investigated how strategy training developed students' reading behaviours through small-group interaction in the ESL classroom context. The participants in

her study consisted of four adult learners (one Japanese, one Malaysian, one Iranian and one Austrian) who were undertaking a pre-university English Proficiency Course. Due to the small number of subjects, the study examined the teacher's strategy training sessions and the learners' scaffolding interactions mainly through a qualitative approach (analyses of transcripts, of observation and of interviews).

The pedagogical procedures used to train and raise the learners' awareness of strategy use focused on the training of four strategies, clarifying, identifying the main idea, summarising, and predicting, which were considered strategies of successful readers and involved both metacognitive and cognitive types of strategy. This 20-day training programme regularly included two major phases: the teacher and students engaging in text prediction activity by making use of the title, and the students, after reading the first paragraph silently, working in a small group in which one member led the text discussion by

1. providing or seeking clarification of any difficulties identified by the group;
2. locating and stating the main idea of that paragraph;
3. summarising the content of that paragraph; and
4. predicting the likely content of the next paragraph (p.56).

All members then took turns leading the discussion following the same directions on the next paragraphs. During these sessions, the teacher also explained what, why and how to employ the four strategies referred to earlier, to raise the students' awareness of strategy use. In each session, the students read an expository text in small groups and completed 10 comprehension questions daily.

Qualitative analyses of transcripts of the students' interactions and interviews indicated that the students' development of their use of strategies and their positive perceptions of strategy training were helpful to their text understanding. There was evidence that during small group interaction, the students scaffolded one another with the use of the four reading strategies, contributing to their processes of text

understanding. Cotterall described one instance in which members assisted one another with the use of summarising strategy as shown below:

While one of the participants had difficulty constructing summaries in any way other than stringing together sections of the text, the other three subjects demonstrated the ability to observe the modelling of the teacher, apply the same principles to portions of text they were asked to summarise, and often came up with highly original and creative re-statements of the content of the paragraph in question. (p.64)

Despite evidence of scaffolding behaviours of group members while reading the text, Cotterall underlined a number of variables which appeared to impede the effectiveness of small group activity in her study; these included ‘differences in L2 proficiency level amongst group members’, ‘personality differences amongst the students’, ‘major cultural differences amongst the participating students’, ‘the natural tendency of students to prefer to read texts alone’ and ‘the presence of the teacher’ (p.61 to 62). These variables should thus be taken into consideration to enhance students’ learning process through small-group interaction in L2 reading.

Mike (2000) explored the participation and discourse patterns of high school learners who had studied Spanish as their L2 when they worked on small-group post-reading activities. Drawing on Vygotsky’s socio-cultural theory, Mike focused on the learners’ social interaction and language use as a means of mediation. This study combined both quantitative and qualitative methods to analyse the discourse of the learners’ collaborative interactions. The former was used for frequency counts of utterances and patterns and statistical analysis of participation rates, whereas the latter was employed to analyse each group’s discourse patterns.

The students were instructed to perform various post-reading activities, including story maps, character maps, webbing and story sequence chains. The collaborative interactions in four post-reading activities were audio-recorded during a period of three months. Analysis of the transcripts showed that the discourse generated by these L2 learners during small-group activities was produced to meet not only communicative and social, but also self-regulating, functions. Mike emphasised that

they used 'private speech' in the form of both L1 and L2 when attempting to understand the text and to achieve self-regulation, or text comprehension. Their private speech tended to be utterances with abbreviated forms; for example, '*B: dice is tell, B: tell the gentleman, B: I began to read, B: echa [to begin to], B: and before that echada [begun]*' (p.206).

Mike viewed the learners' use of private speech as an attempt to become self-regulated through planning, focusing attention and directing their own activity, which contributed to better text comprehension. In addition to self-regulated speech, some utterances from the learners' discourse were considered 'social' speech, since they employed it to provide assistance to their peers. Examples of social utterances were '*What's that?*', '*What does that mean?*', '*How do you say...?*', '*Why don't you say 'del'?*', and '*Isn't that a good idea?*' (p.207).

An interesting aspect of these L2 learners' discourse patterns was that more than half of their utterances were in their L1. Mike (2000) stated that the learners used L1 to 'mediate L2 text comprehension and facilitate the recall and to clarify and explain grammatical and lexical items, either to the self or to a peer' (p.209). He further explained that L1 was always used when the students discussed grammatical points and when they attempted to answer vocabulary questions, while L2 was spoken when the students were engaged in story-telling activities. This suggested that L1 is used by these L2 learners to help build up their comprehension of the L2 text, to orient them to how to carry on activities, and to provide support to peers.

Helmar-Salasoo's (2001) naturalistic case study emphasised the importance of the social context and instructional scaffolding developed by a teacher to improve high school ESL students' literacy development. Through classroom observations, informal teacher and student discussions, and evaluation of students' classwork and portfolio work, this one-year study showed that not only social context, but also instructional scaffolding, had a substantial impact on learners' literacy development over time.

Throughout the year, students were required to collaborate daily by using English or their mother tongue as a support while interacting with their peers. Specific rules for heterogeneous group formation—‘no more than two speakers of the same language, a mix of sexes and [a] mix of ages and grades’ (p.90)—were implemented to encourage collaboration and enhance their scaffolding. The students in the study were explicitly guided by the teacher as to how to work in a group and to help each other read and think deeply about literature. Helmar-Salasoo (2001) referred to Langer’s (1992) and Robert and Langer’s (1991) scaffolding ‘ways to discuss’ and ‘ways to think’ as guidelines for the teacher to model scaffolding strategies for the students. Langer’s scaffolding ‘ways to discuss’ included:

- (1) asking questions;
- (2) clarifying;
- (3) orchestrating the discussion (connecting ideas and showing learners how to agree or disagree or extend comments); and
- (4) inviting participation (Langer, 1992, cited in Helmar-Salasoo, 2001, p.18).

His scaffolding ‘ways to think’ consisted of:

- (1) focusing on a particular point of their discussion;
- (2) modifying or shaping an idea of their focus by look at it more critically;
- (3) linking ideas already stated into one’s own developing interpretation; and
- (4) providing learners with an alternative way of thinking. (Robert and Langer, 1991, cited in Helmar-Salasoo, 2001, p.19)

These scaffolding methods are similar to Wood et al.’s (1976) scaffolding characteristics in the sense that both provided the expert with careful guidelines of how to scaffold the novice; yet these more recent ones focus more on ways of ‘communicating knowledge’ by encouraging the learners to express their voices, and extending and maintaining conversation, which can result in participation in the ‘literate community’ (Helmar-Salasoo, 2001, p.19). In addition to the teacher’s scaffolding, Helmar-Salasoo reported that experienced students tended to adopt the teacher’s strategies and in turn assist the less expert ones. Over the year, the students were able to internalise ways to discuss and to think critically, taking turns to scaffold each other. Analyses of instructional episodes based on classroom observations for a one-year period suggested that they also developed a sense of

belonging to the classroom community from having social and personal connections to their groups.

These L2 learners showed signs of becoming highly literate thinkers and of achieving their academic goals at high levels. It was evident that the learners used their L1 to enable them to construct meanings of text by relating the text content to their background knowledge in Spanish. In brief, the study focused on the importance of the social context, interaction and scaffolding among learners in groups, which could result in a higher ability to think and discuss, as well as literacy development.

The final study I will discuss in this section is that of Rodriguez (2001), who investigated the benefits of peer interaction as a means to improve L2 intermediate-level learners' reading comprehension of authentic texts. In his study, Rodriguez analysed the reading comprehension scores of three groups of L2 adult learners from different countries, such as Korea, Japan and Poland, who were undertaking an intensive language program at the English Language Institute at State University of New York at Buffalo. The first group in his study read unmodified texts individually, without having peer interaction. The second read modified texts with no peer interaction, and the last group read unmodified texts with peer interaction.

The results from five open-ended questions and 15 multiple-choice test items showed that the interactive group had the highest score among the three groups. The students in this interactive group employed 10 identified reading-related strategies/behaviours: integrating information, interpreting the text, monitoring comprehension, paraphrasing, questioning information in the text, questioning the meaning of a clause or sentence, questioning the meaning of a word, reacting to the text, reading aloud from the text, and using background knowledge. Each member of this group displayed a different role in helping each other comprehend the text by making use of different reading-related strategies.

Based on results from the questionnaires, the students also had positive perception towards the usefulness and helpfulness of peer interaction in all groups. This qualitative support, coupled with the quantitative results, concluded that the social engagement and roles of each member in interaction could facilitate L2 text comprehension, especially if it was concerned with authentic texts.

### **3.7 Summary**

The relationship between L2 reading comprehension or L2 learners' potential development of the use of reading strategies and learners' scaffolding interaction has been shown in the studies I have discussed in the previous section. All of these studies (Cotterall, 1990; Helmar-Salasoo, 2001; Rodriquez, 2001), however, were carried out in the ESL context, in which the students came from a heterogeneous background, whereas my study focuses on the university-level EFL monolingual classroom context in Thailand.

Given this difference, it may be less likely that Thai students will communicate with each other in L2 in the classroom context, and requiring them to interact with each other in English might also exacerbate the linguistic difficulty and complexity of tasks, particularly in reading, which in itself requires complex interactions between readers' lower-level processes (such as 'lexical access', 'syntactic parsing', 'semantic proposition formation' and 'working memory activation') and higher-level processes (such as 'background knowledge use' and 'inferencing') to achieve understanding (Grabe and Stoller, 2002, p.20).

Despite my department's policy of encouraging the use of English throughout the undergraduate English programme courses, almost every student communicates with others in his L1 most of the time, since it is the means by which he can understand and best express himself without difficulty. Thus, in my view, the students' L1, probably along the L2, depending on learners' proficiency level, should be promoted in the EFL reading context to help reduce the cognitive demands of the task.

In fact, the L1 is useful not only in preventing ‘the addition of a linguistic burden’ (Cotterall, 1990, p.66), but also as a tool to mediate learners’ text understanding, to regulate their thoughts and gain control of the task (private speech), to communicate with other members and to establish interpersonal relations (Appel and Lantolf, 1994; de Guerrero and Villamil, 1994, 2000; Villamil and de Guerrero, 1996; Anton and DiCamilla, 1999; Swain and Lapkin, 2000; Upton and Lee-Thompson, 2000; Helmar-Salasoo, 2001). De Guerrero and Villamil (1994) underlined the importance of the use of L1, to which their students, all native speakers of Spanish, resorted during a peer-revision writing task: ‘The students’ access to this mediating linguistic tool [L1] facilitated communication and achievement of task goals, thus accounting for such high levels of self-regulation’ (p.491).

Additionally, Swain and Lapkin (2000) and Upton and Lee-Thompson (2000) have argued that the use of L1 tends to play a more important role in facilitating comprehension of learners at an intermediate or lower proficiency level, as compared to advanced groups of students (see also McCafferty, 1994). Given the correlation between language proficiency and L1 use, the Thai learners in my study, who are considered to be at lower or intermediate level, may be expected to gain more benefits from the use of their L1.

In terms of instructional procedures, as we saw in Chapter 2, the teachers in my study will play a role as facilitators raising learners’ awareness of strategies and modelling the way to read the text at the beginning phase of the lesson (Cotterall, 1990; Paris, Lipson, and Wixson, 1994; Janzen and Stoller, 1998). They will be supporters, encouraging learners to learn independently and providing help when they ask for it, but not providing or explaining every detail to them (Cotterall, 1990; de Guerrero and Villamil, 1994; Nuttall, 1996; Cohen, 1998). Cotterall (1990) indicated that the L2 subjects in her study found the teacher to be a ‘source of superior knowledge of the text’ (p.66), and thus the presence of the teacher seemed to inhibit the students’ scaffolding interactions when they engaged in small-group activity. Therefore, to enhance learners’ interaction, Cotterall suggested that the teacher model for learners



how to strategically cope with L2 texts first, and then encourage them to work in small groups, ‘independently of the teacher’ (p.66).

Another way to contribute to the effectiveness of learners’ scaffolding interaction is for the teacher to organise a small group of mixed ability in order to expand learners’ opportunities to learn in their ZPD (Cotterall, 1990; de Guerrero and Villamil, 1994; Ohta, 1995, 2001; van Lier, 1996; Helmar-Salasoo, 2001). That is, the higher-ability students can model the teacher’s reading process and guide others through their problematic areas, and at the same time the lower-ability ones can pose questions, ask for clarification or even express concerns when they encounter task difficulties, and in doing so, the scaffolding interaction within each group is naturally generated (Wood et al., 1976; de Guerrero and Villamil, 1994; Ellis, 2003; Donato, 2004).

Collaborative interactions are by nature less structured, and engage group members in acculturating themselves into the knowledge of communities (Oxford, 1997; Helmar-Salasoo, 2001; Donato, 2004). One of the crucial aspects of these scaffolding interactions is that learners should be given opportunities to interact and work continuously with their peers for an extended period of time so that they can develop contingency and intersubjectivity within their group (Helmar-Salasoo, 2001; Ellis, 2003; Donato, 2004). Helmar-Salasoo (2001) provided an interesting descriptive account of the participant teacher’s perceptions towards the functions of group work, which she agreed with, as follows:

Marsha has a firm belief in the functioning of groups as the basis of learning. She has a deep trust in her students’ ability to figure things out for themselves, whether it be spelling patterns, genre issues or getting a lazy group member to speed up. Students need language to manage and organize their groups. (p.95)

In conclusion, in my study context, the learners will be asked to work collaboratively in small groups on a wide variety of tasks with the aim of enhancing the quality of their scaffolding. It is true that it takes time to learn how to work collaboratively and to gain the utmost benefit from collaborative work, as Helmar-Salasoo (2001) and Donato (2004) pointed out in their studies. It is also true that learners need to take

time to learn how to adopt different strategies, such as asking for clarification and help, explaining or even developing trust (Helmar-Salasoo, 2001), to direct a group to the task outcome. With consistent practice and with the support from the teacher, who will step in when they ask for help, however, learners may be able to gradually develop their scaffolding interaction, contributing to their learning development in the ZPD.

## **CHAPTER 4**

### **Materials Design, Evaluation and Revision**

#### **4.1 Rationale**

As we saw in Chapter 1 section 1.1, the notion of ‘localised’ materials seems to have distinct advantages over the trend to ‘globalisation’, which by its nature tends to neglect specific needs, difficulties, interests, values and cultural appropriacy for both learners and teachers in a specific learning and teaching context, due to its market orientation (Sheldon, 1988; Block, 1991; Bell and Gower, 1998; Jolly and Bolitho, 1998; Maley, 1998; McDonough and Shaw, 2003; Tomlinson, 2003). McDonough and Shaw (2003) prefer to use the term ‘personalising’ to address the need to adjust the materials’ content to be more relevant to learners’ interests and learning needs and the term ‘individualising’ when taking into account learners’ preferred learning styles, whereas ‘localising’, in their view, rather concerns the appropriacy of English language teaching methods in specific teaching and learning contexts.

Following McDonough and Shaw’s notion of localising, Sampson (1984) and Jin and Cortazzi (1996) expressed that their primary concern was the inappropriateness of teaching methods, including materials and activities, when they were exported from other cultures and adopted by different sociocultural groups of learners. Sampson criticised implementing ESL teaching methods exported from Canada with Chinese students in China for being incongruent with Chinese students’ values, beliefs and learning styles. As she wrote:

If the values inherent in the new method conflict with those in the educational philosophy of the country, then it is only to be expected that the proposed method will be unsuitable for adoption. (1984, p.28)

Likewise, Jin and Cortazzi emphasised that Chinese postgraduate students in the UK had specific EAP needs and expectations, due to their unique cultures of learning. Bearing in mind these cultural differences, they conducted an analysis of linguistic and academic needs of Chinese students in the UK through the use of questionnaires and interviews, to promote appropriacy and effectiveness of their pre-sessional courses. They highlighted that EAP courses in the UK should incorporate learners' specific needs into the course design to 'raise students' awareness of different academic cultural expectations and practices and to help them to perform appropriately and efficiently in a British academic context' (1996, p.215).

In this present study, the term 'localising' is adopted in the sense of developing the materials to meet the specific demands of particular groups of learners, not only in terms of their cultural appropriacy, but also in terms of their interests and needs and learning styles. To enhance the localisation of instructional materials, not only teachers, but also learners and administrators should be offered opportunities to participate before, during and after the designing processes (Breen and Candlin, 1987; Grant, 1987; Block, 1991; Masuhara, 1998; McGrath, 2002; McDonough and Shaw, 2003; Rubdy, 2003; Tomlinson, 2003).

In order to allow a fully systematic approach to materials design, there have long been calls for a process of materials evaluation involving not only teachers, but also learners (e.g. Cunningsworth, 1984, 1995; Breen, 1987, 1989; Breen and Candlin, 1987; Dudley-Evans and Bates, 1987; Grant, 1987; Hutchinson, 1987; Sheldon, 1987, 1988; Donovan, 1998; Ellis, 1998; Littlejohn, 1998; Masuhara, 1998; Tomlinson, 1998, 2003a; McGrath, 2002). The evaluative process, coupled with the eventual use of materials with the target learners, conducted within a particular classroom context, can empirically reveal the effects of principles and values underlying the materials and contribute to the process of revision to develop of the quality and appropriacy of the materials for their learners. As Jolly and Bolitho (1998) wrote, 'Trialling and evaluation are vital to the success of any materials'. (p. 112)

## 4.2 Introduction to the reading materials design

As discussed earlier in section 1.5, I aim to design the new reading course materials, featuring explicit strategy training and collaborative learning from the socio-cultural perspective, to respond closely to the Thai learners' needs, such as poor L2 reading behaviours, L1 and L2 differences in rhetorical discourse and lack of independent practice. To accomplish these goals, I adopt the notion of materials as a pedagogical tool, which has been particularly underlined by Breen and Candlin (1987), Littlejohn (1998), and Richards and Rodgers (2001), in my designing process, to maximise learning opportunities and increase motivation. Among the pedagogical aspects these writers have highlighted are:

- (1) learners' needs and interests;
- (2) principles of selection or pedagogical theories and theories of learning;
- (3) principles of sequencing;
- (4) subject matter;
- (5) types of learning and teaching tasks;
- (6) learner contribution;
- (7) learner roles;
- (8) teacher roles; and
- (9) role of instructional materials.

In brief, it is important that the materials' content and the types of learning and teaching activities, including learner and teacher roles, respond to learners' needs, interests and approaches to language learning in order to maximise their motivation, which is a crucial predictor of success or failure in any learning context (Davies, 1995; Dornyei, 2001; Richards and Rodgers, 2001; McDonough and Shaw, 2003; Tomlinson, 2003). Davies (1995) underscores the importance of incorporating 'different perceptions students bring to the learning task according to their language background, general background knowledge and interests, and about their expectations and strategies for reading and learning' (p.123), into EAP reading programmes and textbooks. The analysis of these factors can provide insights into their reading and foster greater appropriacy of selection of reading texts, of reading strategies and of pedagogical tasks.

The design should also aim to increase learners' contribution or social interaction to maximise their learning opportunities (reviewed in Chapter 3). Finally, teacher roles need to be in accordance with the selected pedagogical and learning theories, but with the flexibility to adapt materials to suit their specific teaching and learning contexts (Hutchinson and Torres, 1994; Bell and Gower, 1998; Maley, 1998; McGrath, 2002; Tomlinson, 2003).

In the following sections, I illustrate how the theoretical frameworks and the analysis of the learners' needs (reviewed in section 1.5.1) have influenced the three key elements of the reading materials design: the selection of reading strategies, texts and learning tasks. Figure 4.1 illustrates the systematic approach in the design of the reading materials.

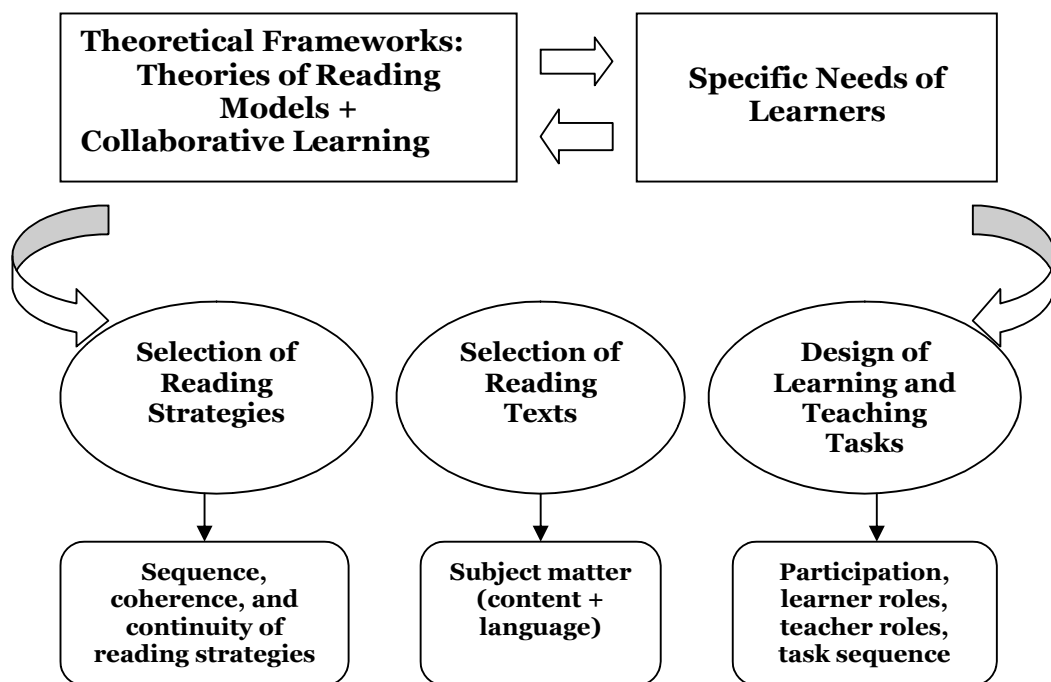


Figure 4.1: A systematic approach to the design of reading materials (adapted from Breen and Candlin, 1987; Littlejohn, 1998; and Richards and Rogers, 2001)

### 4.3 The design of reading materials: Theory into practice

#### 4.3.1 Selection of reading strategies

As discussed earlier in Chapter 1, due to the differences between Thai and English discourse and text structure, the influence of L1 reading behaviours, insufficient practice of L2 good reading strategies, and a limited proficiency level, my reading materials provide instruction and practice in a cluster of L2 cognitive reading strategies shown to enhance reading performance (Hosenfeld, 1977, 1984; van Dijk and Kintsch, 1983; Block, 1986; Papalia, 1987; Carrell, 1989; Anderson, 1991; Grabe and Stoller, 2002; Grabe, 2004). These strategies are as follows:

1. Predicting what the text will be about from the title and the lead-in;
2. Relating background knowledge to the text content;
3. Skimming for the gist;
4. Scanning for specific information;
5. Understanding text organisation and identifying the topic sentence and topic;
6. Understanding markers;
7. Guessing meaning of unknown words from context;
8. Identifying and understanding references;
9. Inferring the writer's implicit ideas;
10. Outlining; and
11. Evaluating the writer's stance.

In addition, metacognitive strategies, such as planning one's reading, asking one self *wh*-questions while reading, checking predictions or guesses of meaning of the unknown words and thinking of appropriate remedial actions when difficulties occur, are introduced in parallel with the cognitive strategies, given the evidence that metacognition can facilitate L2 reading comprehension (Block, 1986, 1992; Cassanave, 1988; Carrell, Gajdusek, and Wise, 1998; Carrell, Pharis, and Liberto, 1998; Janzen and Stoller, 1998; Phakiti, 2003).

As illustrated in Figure 4.1, a sub-category of the process of selecting reading strategies concerns the consideration of order, coherence and continuity of content. Littlejohn (1998) proposes ways of analysing the values of materials by recommending that teachers 'look inside the materials to determine how they are

divided into sections and sub-sections, how a sense of continuity or coherence is maintained and whether the order in which the material can be used is predetermined' (p.193).

In the context of this study, a cluster of cognitive and metacognitive strategies will be presented throughout the six units of new *Reading for Information* materials, given the evidence that such a cluster is likely to enhance learners' ability to understand a text (e.g. Hosenfeld, 1979; van Dijk and Kintsch, 1983; Papalia, 1987; Wolf, 1987; Carrell, Pharis, and Liberto, 1989; Anderson, 1991; Auerbach and Paxton, 1997; Kameenui, Simmons, Chard, and Dickson, 1997; Grabe and Stoller, 2002). Similar strategies will be recycled throughout the series of units to maximise learners' opportunities to familiarise themselves with and internalise the strategies while engaging in learning tasks (Chamot and Kupper, 1989; Oxford, 1998; Richards and Rogers, 2001).

#### **4.3.2 Selection of reading texts**

Following the analysis of needs and interests of the learners in the study, who have a relatively low proficiency level, limited exposure to L2 texts, and different levels of motivation, the criteria of text selection reflect the learner-readers' interests and what seems relevant, in terms of both linguistic and content knowledge, in order to maintain learners' involvement (Dubin and Olshtain, 1986; Breen and Candlin, 1987; Littlejohn, 1998; Mera Rivas, 1999; Ellis, 2003; Masuhara, 2003).

One of the principles in designing reading materials proposed by Masuhara (2003) is to attempt to engage learners' interest by selecting texts which are not only suitable for teaching areas such as strategies, vocabulary or discourse, but which also appeal to learners' interests, attitudes and emotions (p.351). She further explains that 'A much stronger argument comes from the fact that good texts work on learners' affect, which is vital for deep processing and creates reasons and motivation to read on' (p.351).



Practical guidelines on choosing reading texts which are most appealing to the target group of learners include various principled criteria, such as relatedness to the learners' world experiences or background knowledge; appropriacy for their age, sociocultural or educational background; and suitability of the level of language and content in the text for the target learners (e.g. Breen and Candlin, 1987; Grant, 1987; Nuttall, 1996; Ellis, 2003; McDonough and Shaw, 2003; Tomlinson, 2003b). However, only a small number of studies, such as those of Allwright (1981), Maley (1998), McGrath (2002) and Tomlinson (2003b), underscore the importance of learner participation in this process. McGrath (2002) advises materials writers to conduct a survey with the target learners by asking them to list the topics they find appealing. As he states:

As far as likely appeal is concerned, the most reliable way of ensuring that this priority is taken seriously is to ask learners (either those for whom the material is needed or a comparable group) for their views on the various sets of materials from which the choice is to be made. (2002, p.36)

In accordance with McGrath's proposal, I asked groups of second-year students doing the *Reading for Information* course to list three topics they were interested in reading. The results of the survey, coupled with the principal guidelines proposed by Tomlinson (2003b, p.111-2), have informed my selection of texts, which are chosen from sources similar to those which the learners may have routine access, such as magazines and the Internet. The results of the survey and a discussion of the selected texts are provided in Chapter 6 (see also Appendix 41 for the complete results of the survey).

In addition to selecting texts that the learners should find interesting and accessible, clearly a major issue in the process of text selection is text comprehensibility, since texts may require some modification in order to put them within the reach of L2 learners, particularly at the lower proficiency levels represented in this study. Bell and Gower (1998) comment that 'Language needed to be comprehensible, but there did need to be "new" language there on the page' (p.126) to maintain the challenge of materials and provide learners with opportunities to learn the new language.

In my view, however, a key element in simplification is appropriacy, in the sense of ‘adaptation to audience’ (Widdowson, 1979, 1996, 2003; Davies, 1984; Brumfit, 1993), which in my study is intended to form part of the overall systematic approach, in which the specific needs and interests of learners are taken into account.

### **4.3.3 Design of teaching and learning tasks**

The final aspect of the reading materials design is to design learning and teaching tasks, or ‘tasks-as-workplan’, defined here as activities planned to enhance learners’ language learning in a classroom context (Candlin and Murphy, 1987; Breen, 1989), to enable learners to achieve an outcome through cognitive processes (Prabhu, 1987), and to encourage learners to read and to show their understanding of informational texts (Ellis, 2003). According to Breen (1987) and Candlin and Murphy (1987), ‘tasks-as-workplan’, which tend to be comprised of a particular objective, appropriate content for a particular group of learners, specified working procedure to develop learning processes and a range of outcomes, are only seen as proposals for language learning activities, since they rely on the materials writer’s predictions and past experiences.

As discussed previously, a combination of pedagogical theories and learners’ specific needs in learning influence the design of ‘tasks-as-workplan’ throughout the materials in the present study. Skehan’s (1996) comment, shown below, captures the challenge of designing tasks that fully respond to learners’ learning needs and integrate the pedagogical processes required for language development, that is, to resolve the dilemmas of:

How, on the one hand, to confront the need to engage naturalistic learning processes, while, on the other, to allow the pedagogic process to be managed in a systematic manner. (p.58)

To be specific, given the Thammasat undergraduates’ lack of independent use of good L2 reading strategies, my reading materials are designed to promote learning from a socio-cultural perspective and to embody the design of the type of

collaborative learning task that has been shown to assist learners towards self-regulation in their ZPD, as discussed in Chapter 3. The learning tasks in my materials represent a variety of activities intended to allow the learners to interact with and scaffold one another, to employ strategies to achieve text understanding. Grabe (2004) explains that an instructional approach which combines both strategy instruction and collaborative learning places an equal emphasis ‘on comprehension and on learning from the text while developing strategic reading abilities’ (p.54). To increase the effectiveness of this type of instructional approach, a complex set of learning tasks is required so that learners have sufficient opportunities to employ a range of strategies while reading the texts, in pair and small-group work.

I have adopted a three-phase approach consisting of pre-reading, while-reading, and post-reading phases, since that has been claimed to provide a sound basis for helping learners to employ reading strategies step by step, raising their awareness of strategy use, constructing text meaning and building up interest and motivation (Grabe, 1991, 2004; Tierney and Cunningham, 1991; Shih, 1992; Wallace, 1992; Moran and Williams, 1993; Davies, 1995; Mera Rivas, 1999).

More specifically, the pre-reading tasks are designed to activate the students’ relevant schemata, which can enhance greater text comprehension, to predict the text’s content, to focus on reading purposes and to introduce the key vocabulary they will encounter in the text (Adam, 1982; Chihara, Sakurai, and Oller, 1989; Wallace, 1992; Chen and Graves, 1995; Anderson and Urquhart, 1998; Carrell and Eisterhold, 1998; Alderson, 2000; Hauptman, 2000; Grabe, 2004). The types of tasks designed for this phase are:

1. Interviewing classmates in connection with the key notions they are encountering in the text;
2. Discussing and predicting what the text will be about from the title, lead-in and illustrations;
3. Semantic-mapping; and
4. Matching the definitions with appropriate vocabulary.

The while-reading tasks are designed to enhance learners' use of strategies in contextualised reading, to develop their linguistic knowledge, to assist them in understanding the writer's main idea and major supporting details and to raise their awareness and knowledge of the discourse and text organisation (Grellet, 1981; Grant, 1987; Shih, 1992; Nuttall, 1996; Mera Rivas, 1999; Grabe, 2004). The types of while-reading task are designed to encourage the following higher-level text processing strategies:

1. Guessing meaning of unknown words from the context by choosing the answers from choices provided and by thinking of the answers by themselves;
2. Choosing the appropriate markers;
3. Skimming for the main idea independently and then discussing the answers in pairs and small groups;
4. Scanning for specific information and then exchanging the answers with other members;
5. Predicting what will happen in the next paragraphs; and
6. Jigsaw reading or collaborative reading, in which each group is assigned to read different sections of the text and then report and share what they have read to the class. Other groups are encouraged to ask questions. A set of pre-text questions is provided to assist the group in monitoring their comprehension and to give them a purpose for reading.

The post-reading tasks are intended to focus on what the students have already read, placing particular emphasis on details in the text such as analysing the writer's intention and opinions, to stimulate them to relate what they have read to their background knowledge and world experiences and to consistently raise their awareness of reading strategies and improve their application of those strategies (Grellet, 1981; Grant, 1987; Tierney and Cunningham, 1991; Davies, 1995; Nuttall, 1996; Grabe, 2004). The following tasks are added to the post-reading phrase:

1. Discussing what they have read;
2. Completing an outline of the text by adding major supporting details;
3. Drawing comparisons and contrasts between facts in the texts;
4. Answering general comprehension questions (multiple-choice questions, true/false questions and cloze activity);
5. Answering referential questions (open-ended questions);
6. Answering inferential questions (open-ended and multiple-choice questions);

7. Evaluating the writer's word choices and use of evidence to support his statements (open-ended questions); and
8. Discussing the writer's intention (open-ended questions).

All the tasks in the three phases will be carried out collaboratively, often in small groups supported by the teacher's scaffolding. The teachers will play the role of facilitators, increasing learners' awareness of effective L2 reading strategies and modelling the way to employ each strategy (Chamot and Kupper, 1989; Cotterall, 1990; Paris, Lipson, and Wixson, 1994; Janzen and Stoller, 1998), and of supporters, encouraging learners to learn independently and providing help when they ask for it, but not providing or explaining every detail (Cotterall, 1990; de Guerrero and Villamil, 1994; Nuttall, 1996; Cohen, 1998; Richards and Rodgers, 2001).

According to the notion of 'compromise' proposed by Bell and Gower (1998), the teachers in my study will be entitled to adapt the materials to suit their teaching and learning situation at any particular time, allowing flexibility and promoting teacher individualisation and creativity. In Bell and Gower's (1998) words:

Coursebooks are tools which only have life and meaning when there is a teacher present. They are never intended to be a straitjacket for a teaching programme in which the teacher makes no decisions to supplement, to animate or to delete. (p.118)

Like the teachers, the learners should be allowed to adapt the 'tasks-as-workplan' to adjust task procedures to be more appropriate to their learning styles and classroom situations (Breen, 1987; Saraceni, 2003). Learners' roles, in this context, are as members of a group or a community of knowledge, in which they are expected to contribute to the group learning by taking turns to scaffold each other, to facilitate the process of internalisation through the use of their L1, or L2 as preferred, as a mediational tool, as outlined in Chapter 3. I intend that the learners will be given sufficient time to ensure their interactions and a sufficient amount of practice; equally, they are allowed to resort to the teacher's help when they are unable to cope with a task. A detailed discussion of the task design will be provided in Chapter 6.

#### **4.4 Materials evaluation**

This study aims to involve both teachers and learners in the *Reading for Information* course in two cycles of materials implementation and evaluation, through two levels of evaluation, micro- and macro-level, within their specific classroom context. This is to bring about a rigorous and empirical approach to developing reading materials, beyond simply the surface value of the materials analysis (Williams, 1983; Dougill, 1987), which can respond to the needs and wants of learners and teachers in the second-year EAP courses at Thammasat University.

##### **4.4.1 Tasks-in-process evaluation**

Tasks-in-process evaluations implemented in this present study are influenced by Breen (1989), who divides tasks into three different temporal stages: task-as-workplan, task-in-process, and task outcomes. Once the pre-designed tasks, or ‘tasks-as-workplan’, are implemented by the teacher in authentic classroom settings with the target learners, they are now defined as tasks-in-process. Tasks-in-process, therefore, is the stage at which the learners’ learning takes place and develops. In this phase, ‘tasks-as-workplan’ will be reinterpreted by the teacher and learners according to their own knowledge, experiences, beliefs and familiarity with the tasks in which they engage. Given this, it is possible that there can be a mismatch between the assumptions underlying the design and the actual classroom practice (Saraceni, 2003).

The final stage of tasks takes place at the completion of tasks-in-process and reflects the learners’ outcomes as a result of the tasks’ redefinition by the teacher and learners in actual teaching and learning situations, and the carefully pre-designed tasks, which rely on the designer’s assumptions and pedagogic approaches (Breen, 1989). Given the fact that the learners’ interpretation of tasks is related to task outcomes and reveals the learners’ versions of tasks and the actual teaching and learning situations, as mentioned earlier in section 1.6, it is vital to observe what is going on with the task when both teacher and learners are interacting with it, to explore the learners’ motivation and attitudes, variables such as the teaching and

learning situations, the teacher's scaffolding and classroom interactions, as well as any inappropriacy of the design to promote more effective use of tasks for future generations (Candlin and Murphy, 1987; Breen, 1989; Ellis, 1997, 1998; Donovan, 1998).

The evaluation of tasks-in-process concentrates on Breen's (1989) five major components of a task— '*task objective(s)*, *task content*, *task procedures*, *learner contributions* to the task in terms of current knowledge, skills, or abilities, and *task situation* in terms of actual conditions and resources—including teacher contributions—surrounding the task itself' (p.190). Breen's notion of task-in-process components is matched up with that of Ellis (1997, 1998), who describes a task in terms of its objectives, the input, the conditions, the procedures and the outcomes (p.38). Ellis's term, 'outcomes', includes both the product(s) and the processes, referring to what learners perform to achieve the task outcomes.

In the present study, I intend to involve the students in the evaluative processes of the five elements of tasks-in-process, contributing to learning processes and task outcomes, by exploring to what extent a particular task has met the learners' needs in improving their skills and knowledge; to what extent the task content reflects the learners' interests, familiarity and relevance; to what extent task procedures are appropriate to their learning approaches; whether or not the learners have contributed to the task in the way they are instructed to do so and if not, what kind of adaptation they have made; and to what extent the classroom resources in actual conditions, including the teacher's help, peer scaffolding and amount of time, have met their demands for learning (see Appendix 5). The tasks-in-process evaluations are viewed as one type of action research which can reveal the strengths and flaws of the in-use pedagogical tasks and of the pedagogical and theoretical frameworks embodied in the task design. As Ellis (1998) notes:

Task evaluation, then, can be seen as a way of developing our understanding of the ways in which tasks work and, in so doing, of contributing to both acquisition theory and pedagogic practice. (p.238)

In addition to the tasks-in-process evaluations, I will observe the achievement of the learners' task outcomes based on their self-reports and their responses to the tasks in the unit during my classroom observations in the first cycle, and I will adopt the same procedure in the second cycle with the addition of pre-and post-reading tests.

#### **4.4.2 Macro-level evaluation**

Engaging learners and teachers in the processes of trialling and evaluating instructional materials has been viewed as the best method to validate whether or not the designed materials have met the learners' needs; to explore both learners and teachers' reactions and views about learning and teaching; and to bring about the principles of materials revision and development (Donovan, 1998; Ellis, 1998; Jolly and Bolitho, 1998; McGrath, 2002; McDonough and Shaw, 2003; Tomlinson, 2003a). Tomlinson (2003a) suggests that prior to carrying out the evaluative procedures, a set of specific criteria should be established to assess the pre-designed materials and then to devise evaluative tools in response to the set-up criteria.

The key criteria for materials evaluation suggested by Littlejohn and Windeatt (1989) centre on a connection between pedagogical materials and learning outcomes. They investigate six aspects of any materials which tend to be available for learning: subject knowledge offered in the materials, views of knowledge the materials present, views of language learning underlying the materials, teacher and learners' role within the classroom, opportunities for the development of general cognitive abilities and values and attitudes presented in the materials (1989, p.156).

To judge the values of the materials based on these six areas for learning, they encourage 'learners and teachers to reflect on how materials influence what they do in the classroom' (p.175), that is, the elicitation of comments from materials users should, for example, concentrate on judging to what extent the materials' content is useful to learners' language development; whether the theoretical basis underlying theories of teaching and learning promote learning processes; whether the materials involve learners with problem-solving activities or discussion; and to what extent



teacher and learners' interaction shape learning processes in the classroom. All of these are incorporated into the framework of my micro-level evaluations, which focus on elements promoting learners' learning.

Likewise, Donovan (1998) also puts an emphasis on learners' learning achievement and progress, in addition to the suitability of the overall pedagogical approach, level, interests and needs of learners, that is, the evaluative processes should aim to look at how much learning helps learners improve their overall language use, whether the materials are suitable for their level, whether they are motivating and how much progress learners can achieve at the end of the course or unit. He views the teacher's impressionistic feel of the suitability of materials as an acceptable means of evaluating learning aims and progress, in addition to quantitative and qualitative forms of learners' responses.

Jolly and Bolitho (1998) propose a dynamic process of materials development which can be adopted as the criteria for not only designing but also evaluating processes. This involves seven major stages: *identification of need* for materials (questionnaires and feedback from students), *exploration of need* (language, functions and skills to be presented), *contextual realisation* of materials (text type, text topic and degree of complexity), *pedagogical realisation* of materials (appropriate learning and teaching tasks and instructions), *physical production* (layout, type size, illustrations) and *evaluation* of materials against agreed objectives (feedback from students and teachers and follow-up actions such as throwing away or revising the materials) (p.98). They criticise the materials, either published or teacher-generated, which have not been trialled and evaluated for being 'simple' and for lacking 'the final touch of excellence' (1998, p.96), due to their ignorance of the learners' needs in authentic settings.

McGrath (2002) encourages learners' feedback on the in-use materials, particularly in terms of 'clarity, interest, value, level, and support' (p.191) of the materials, following the implementation. The evaluative processes which embrace learners'

opinions can ‘not only reveal their views of the specific materials they have been using but would also inform the selection of future materials by giving some insight into their priorities’ (McGrath, 2002, p.199). He advises the evaluator to put a three-stage evaluative activity into practice by inviting students to comment on three things they liked about the materials, three things they disliked about the materials, and three reasons why they perceived the materials to be useful. This kind of learners’ feedback elicitation can shed light into their views of specific materials and the criteria for the selection of content and tasks in the materials, including what should be the priorities of this decision making process.

The criteria for evaluating the reading materials in this study are developed in accordance with the principles underlying the materials design; that is, the three major elements of the reading materials design—selected reading strategies, selected reading texts and selected learning tasks—are to be judged by learners as to what extent they are useful, interesting and appropriate to their specific needs, as referenced earlier in section 1.5.1 (see also Figure 4.1) for an approach to the design of reading materials). Three major sets of sample criteria questions to be implemented to judge each element of the reading materials design are:

- Selected reading strategies
  1. At the start, what did you expect to gain from the *Reading for Information* course? (open-ended format)
  2. To what extent have reading strategies in the unit served your learning needs? (rating scale from 0-6)
  3. Which strategy (ies) did you find the most useful? Why? (open-ended format)
  4. Did you find any reading strategy (ies) unnecessary? (yes/no)
  5. Is there any other reading strategy you would like to add to the unit? (open-ended format)
- Selected reading texts
  1. How enjoyable did you find the text? (rating scale from 0-6)
  2. How did you find the text length? (too long/appropriate/too short)
  3. How did you find the text difficulty? (too difficult/ok/too easy)
  4. If you found the language too difficult, what elements did you think made it difficult? (vocabulary, sentence structure, text topic, et cetera.)

- Learning tasks
  1. Which types of tasks (individual, pair, small groups, and whole-class activities) did you like the most? Why?
  2. Did the unit provide a good mixture of individual, pair and small-group work? (yes/no)
  3. Did the unit provide the right amount of whole-class activities? (yes/no)
  4. Did you find any tasks particularly difficult? (yes/no) If yes, what were they?
  5. To what extent did the earlier tasks help with the later ones? (rating 0-6)
  6. Did you like the sequence of the tasks in the unit? (yes/no) (see Appendix 6)

In addition to the questions devised to assess the effects of the three major of materials design, the criteria questions used in the present study focus on learners' interest in tasks and the unit's appearance, their perceived text understanding at the end of each unit, time spent on the unit and their opinions of the unit's strengths and weaknesses.

#### **4.5 Materials revision**

There have been calls for a more systematic approach to materials revision emerging from not only the teacher or materials designers, but also learners, to allow a complete systematic approach to materials development (Breen, 1989; Lynch, 1996; Jolly and Bolitho, 1998; McGrath, 2002). Lynch (1996) viewed the processes of revision as 'integral to course improvement' (p.26) and developed a model to assist the processes of revising the materials for pre-sessional EAP courses. He resorted to Breen's (1989) three-stage evaluation, which focused on process and outcomes, Johnson and Johnson's (1970) notion of in-process evaluation and Nathenson and Henderson's (1980) required actions for revisions, to compensate for the lack of literature on a systematic approach to revision. Additionally, he emphasised 'triangulation' in the revising processes by encouraging the consideration of learners', teachers' and observers' comments, as well as the literature on evaluation.

Jolly and Bolitho (1998) regard the process of 'rewriting of the materials' as a substantial action following materials evaluation; the process of writing materials needs to be 'dynamic and self-adjusting' (p.96). Evaluating the materials used with the target learners in the classroom context tends to provide insights into how the materials can be systematically revised on the basis of the contextual realisation, the pedagogical realisation and physical production, if necessary (see section 4.4.2). Jolly and Bolitho's examples of evaluation of materials which suggest the need to revise these three aspects of materials are:

1. The contextual realisation was very good and well understood but in some ways factually inaccurate.
2. There were flaws in the pedagogical realisation which had led to poor practice by students: (i) writing was distorted through lack of a sense of audience, (ii) the instructions were confusing, and (iii) some labelling was confusing.
3. There were flaws in the physical production, particular in the visual aspects, which confused students (p.105).

Based on the above comments on the contextual realisation, the pedagogical realisation and the physical production, Jolly and Bolitho decided to make modifications to the writing topics, the task instructions and the illustrations in order to make them more accurate and appropriate. They underscored the need to carry out the evaluation processes, since they were the gateway to the learners' views and feedback on the materials and led to a more systematic method of revising the materials. As they stated:

In presenting our framework, we hope to have demonstrated how evaluation, by both learners and teachers, based on learning objectives, can cut down on wasted time and effort and result in clear pinpointing of the steps which require attention in the subsequent process of revision. (p.112)

McGrath (2002) underlines the significance of materials revision as a consequence of the trialling and evaluative procedures, rather than a rewrite during the process of materials design, due to the prospect of adjusting the materials to best suit the needs of the target learners and of improving the unsuitability of pedagogical assumptions or theories of learning underlying the pre-designed materials. The revision process,

in McGrath's views, involves two stages: the *evaluative process* and the *decision-making* process in revising the materials, if the evaluation reveals negative feedback. He also points out that, in response to the negative comments, the revision processes should involve not only 'simple decisions such as deleting or moving but also the more complex operations of adding and modifying—in other words, creating and crafting' (p.197).

In response to the necessity of principles of materials revision, McGrath advises the institutions to carefully keep record of the versions of materials implemented with the details regarding the date of production, who produced the materials, with whom the materials were used, how the materials were used and what the learners and teachers' reactions and the effects of the materials were, if any. The principles of the revision as a result of materials evaluation are needed since they tend to shape the revising processes in a more systematic way (Lynch, 1996; McGrath, 2002) and increase flexibility in how materials are revised (Tomlinson, 2003, p.101).

#### **4.6 Summary**

In this present study, both evaluative processes in the authentic classroom context at micro- and macro-level evaluation are seen as the starting point and fundamental principles of revising and developing the materials. These processes would shed light on the specific needs of the materials users in a way that impressionistic evaluations cannot offer. More specifically, to look at the suitability of the design of tasks, task-in-process evaluations are intended to provide empirical support for adaptation (if necessary) in terms of objectives, task procedures, task content (both language and background knowledge), learner contributions and classroom actions, including time and the teacher's scaffolding (Breen, 1989).

Secondly, the learners' feedback on the macro-level evaluations, through the use of the end-of-unit questionnaires, is intended to lead to a broader understanding of which elements of the units should be revised, selecting reading strategies in terms of usefulness and relevancy; selecting reading texts in terms of level and content; and

learning tasks in terms of motivation, variety, sequence and time (Donovan, 1998; McGrath, 2002; Tomlinson, 2003a). In addition to these two evaluation processes, learning journals instructing the learners to describe what they have learnt in the units, classroom observations and teachers' comments, which aim to reveal strengths and weaknesses of the pre-designed pedagogical materials, will then feed into the second cycle of the materials development process. Materials and tasks will be changed with a view to improve their quality and appropriacy, for example, in terms of the selection of reading strategies, of reading texts, and of learning and teaching tasks, embodying the principles behind these three elements (see Figure 4.1).

The revised materials will then be re-implemented and re-evaluated in the second cycle of classroom use, in accordance with the calls for a more systematic approach to materials revision referenced earlier and, more importantly, to help maximise the Thammasat students' English learning and reading development through the use of the materials as the primary pedagogical tool. Figure 4.2 illustrates the systematic approach to the reading materials development implemented in the present study.

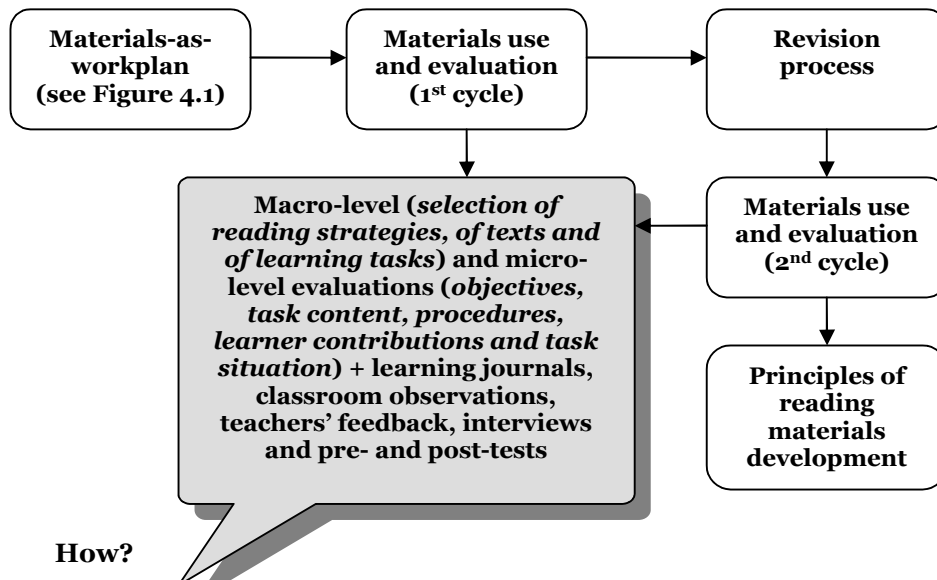


Figure 4.2: A systematic approach to reading materials development

## **CHAPTER 5**

### **Methodology**

#### **5.1 Overview of design of the study**

In this study, two cycles of materials implementation were administered, which allowed the results from the first cycle to inform the adaptation and revision of the materials used in the second round of data collection. The revised versions of the materials were implemented to investigate whether they improved students' reading performance and perceptions of the materials. The results from the first-cycle use of materials led to two types of materials modification being used in the second cycle, text simplification and procedural modification.

The present study makes use of both qualitative and quantitative methods. The qualitative procedures aim to explore the students' perceptions of the tasks and the materials through questionnaires, learning journals, classroom observations and interviews, while the quantitative procedures, with the use of pre- and post-tests, measure the students' reading performance before and after the materials implementation.

#### **5.2 Qualitative methods**

In relation to the qualitative methods, three different sets of questionnaires—tasks-in-process, end-of-unit and use of L1 and L2 questionnaires—were completed by all participants. The tasks-in-process questionnaires were administered immediately after the students completed each focal task. They offered a mix of item types: a rating scale ranging from 0 or 'not at all' to 6 or 'very much', yes or no questions and

open-ended questions for their extra comments. This qualitative data was converted to a form of percentages, as shown in the frequency tables (see Appendices 15 to 19).

The purpose of implementing the task-in-process questionnaires was to investigate to what extent the tasks in the reading materials designed for the *Reading for Information* course worked in terms of learning objectives, task content, task procedures, learners' contributions to the tasks and task situation, as outlined in Chapter 4. In addition, the teachers who participated in the study were asked to complete their own task-in-process questionnaires, designed to capture their perceptions of the five aspects of the tasks-in-process as well as their perceptions of their learners' difficulties and their additional comments on how to improve the suitability of the task (see Appendix 34).

The end-of-unit questionnaires were issued after the students completed each unit, mostly as homework due to time constraints. The purpose of these questionnaires was to evaluate the whole picture of the reading materials, particularly the three elements of the designed materials: the selection of reading strategies, the selection of reading texts and the design of learning and teaching tasks, including learners' interest, time and strengths and weaknesses of the unit, as seen in Chapter 4. The final set of questionnaires, on the use of L1 or L2 in class, was administered to the students in the first-cycle use of materials only, to investigate, in their view, to what extent L1 or L2 facilitated comprehension.

In addition to the use of different types of questionnaires, the study made use of learning journals, classroom observation and interviews as means of qualitatively investigating the materials users' attitudes towards the materials as well as the teachers and students' use of the materials in the authentic classroom situations (see Chapter 6 for greater detail).



### 5.3 Quantitative methods

The quantitative instruments in this study were pre- and post-tests administered in the second cycle of materials implementation. The reading materials were selected from a published IELTS test and practice test. The pre-test measured the students' general reading proficiency and the post-test allowed me to explore whether the students in two different conditions, the groups using the text simplified version and the groups using the procedurally modified version of materials, had made different amounts of progress in reading.

### 5.4 Research questions

In short, the study consisted of two major aspects, one qualitative in nature and the other, quantitative. The qualitative procedures used in the study aim to seek answers to these three research questions in the first-cycle use of materials:

1. To what extent had the tasks-as-workplan in the reading materials designed for the *Reading for Information* course worked in terms of learning objectives, task content, task procedures, learners' contributions to the tasks and task situation?
2. To what extent had the units as a whole been successful in responding to learners' needs and interests, in terms of selection of reading strategies, reading texts and pedagogical tasks?
3. To what extent did learners perceive the use of Thai or English, as a means of instruction and discussion in the EAP reading classroom context, to be useful to text understanding?

In the second round of data collection, two further research questions were addressed through qualitative methods:

4. Which type of materials modification, the text simplified (TS) or the procedurally modified (PM) versions, contributed to learners' better perceptions of the tasks and the units as a whole?
5. Did the revised versions, TS or PM, create greater positive learners' perceptions of the materials than did the original version in the first cycle?

The final research question in the second-cycle use of materials was addressed by quantitative procedures:

6. Did the use of the TS or PM materials promote learners' better performance on an IELTS reading test in the areas of main idea identification, local comprehension and inferential comprehension?

Details of the participants, materials and procedures implemented in the first cycle of use and evaluation will be described in Chapter 6, and those related to the second cycle in Chapter 9.

## **CHAPTER 6**

### **Materials Design and Evaluation: The First Cycle**

This chapter comprises two main parts: the discussion of the reading materials design and the development of evaluation materials. In the first part, I shall concentrate on how I incorporated the two theoretical frameworks (reviewed in Chapters 2 and 3) — metacognitive and cognitive reading strategies and collaborative learning—along with the specific needs of the learners, such as poor L2 reading behaviours and differences in L1 and L2 discourse and text organisation (reviewed in Chapters 1 and 4). Specifically, I will discuss my criteria for the selection of reading texts, intuitive text simplification and the design of one unit of material. In the second part, I will focus on the different types of evaluation materials, and will go to describe the participants and the procedures of the first cycle of evaluation, which was conducted between June and July 2005 over a six-week instructional period. The data analysis will be outlined in detail at the end of the chapter.

#### **6.1 Reading materials design**

##### **6.1.1 Selection of reading texts**

The criteria I adopted during the processes of text selection were whether the text was likely to engage most of the target learners affectively and cognitively and to challenge them at the linguistic level (see Tomlinson, 2003b, p.111). The goals underlying the criteria were not only to build up their motivation but also to stimulate their thinking and to facilitate their use of strategies. Reading can be seen as an interactive process involving not only the interactions among several sources of textual information, such as lexical and syntactic knowledge, but also interactions between the text and the reader's world knowledge and interests (Wolff, 1987; Rumelhart, 1994; Carrell, Devine, and Eskey, 1998; Bernhardt, 2005). Therefore,

involving learners both affectively and cognitively is likely to enable them to create a mental representation of the text and interpret its meaning more easily. Selecting a theme of interest and relevance to students can also positively affect their motivation, which has an impact on success in learning situations (Shih, 1992; Estaire and Zanon, 1994; Dornyei, 2001; Ellis, 2003; Grabe, 2004).

With these points in mind, I decided to select the text topics based on the findings of the survey of the topics in which second-year students were interested. This survey had been conducted with two classes on 15 September 2004. A total of 44 students aged 19 to 20 responded to the survey, in which they were asked to list three topics about which they would enjoy reading in an EAP reading course. All their responses were counted and categorised into groups according to their similarities. The topics of most interest to the students were entertainment, health, beauty and fashion, sports, travelling, superstition and spiritual experiences, history, sciences and IT, murder and investigation, business, current affairs and relationships, respectively (see Appendix 41).

When I designed the reading materials, I took these topics into account (Unit One: *Movie Makers at Crossroads* is related to entertainment, Unit Two *Asia Wings It When It Comes to Bird Flu* current affairs, Unit Three *Buddhism Thai Style* religions and superstitious beliefs, Unit Four *An Empty Nest Can Promote Freedom, Improved Relationships* parental relationships, Unit Five *Cloning Isn't the Big Issue* science and technology, and Unit Six *Get Out and Play!* health). Overall, not only did these topics seem to be of intrinsic interest to students, but they also seemed to be familiar and related to their socio-cultural background. For instance, the topic of superstitious beliefs is closely connected to the Thai Buddhist way of thinking. The text content was also likely to suit the cognitive level of Thai undergraduate students, stimulating diverge responses and opinions.

In addition to being likely to enhance the learners' motivation, the texts I selected contained clear text organisation consisting of introduction, body paragraphs with

topic sentence and conclusion. This could enable the students to understand differences in L1 and L2 rhetorical discourse and organisation, and facilitate their use of higher-level processing strategies, such as predicting, skimming and relating their background knowledge to the text topic. I also took into account the linguistic level of the texts, which needed to be challenging but not too difficult for the students, to increase their motivation and allow them to practise their use of strategies, such as guessing meaning of unknown words, in contextualised reading. I will discuss my text simplification in greater detail in the following section.

The source of most texts I selected was the Internet, where the majority of students normally gain access to reading materials in their spare time. The texts *Movie Makers at Crossroads* and *Get Out and Play!* were selected from magazines, *Beijing Review* and *Sport Illustrated*. These two sources, the Internet and magazines, seem to be the most popular and accessible to the students. All the texts were expository writing.

### **6.1.2 Text simplification**

As mentioned earlier, the texts' linguistic level was of my main concern during the process of text selection, since it was likely to affect the learners' motivation and their ability to apply strategies. I therefore opted for text simplification—the process of adapting texts to bring them within the scope of L2 learners' proficiency level by using a variety of procedures, such as lexical and syntactic simplification and elaborative modification (Widdowson, 1979; Davies, 1984; Lotherington-Woloszyn, 1988, 1993) was carried out. Five major types of simplification were used to make the texts accessible: linguistic simplification, elaboration, abridging, content simplification and glosses (Honeyfield, 1977; Davies, 1984; Lotherington-Woloszyn, 1988, 1993; Nation, 1990; Beck, McKeown, Sinatra, and Loxterman, 1991; Lucas, 1991; Brumfit, 1993; Leow, 1993; Oh, 2002).

The traditional type of simplification, linguistic simplification, focuses on vocabulary and sentence structures. It involves the removal of low-frequency words and parts of

the text containing unnecessary vocabulary, the division of complex sentences into single or compound sentences and the adjustment of sentence length. Additionally, due to limitations on synonyms for words and phrases in the original texts, there can be a need to adopt the means of paraphrasing or explaining (Nation, 1990; Oh, 2001; Claridge, 2005).

Elaborative modification, on the other hand, involves the addition of redundancy and clearer signalling of thematic structure in the form of examples, paraphrases and repetition of original information (Chaudron, 1983; Duffy, Higgins, Mehlenbacher, Cochran, Wallace, Hill, Haugen, McCaffrey, Burnett, Sloane, and Smith, 1989; Long and Ross, 1993; Yano, Long, and Ross, 1994). Duffy et al. (1989) stress that the goal of text revision should not only focus on assisting the recall of the main ideas, but also on a 'well-organized network of information so that the student can understand the interrelations between concepts and apply them' (p.437).

In relation to abridging, Shook (1997) viewed shortening a text by removing some sections or paragraphs as a way to enable L2 beginner or intermediate readers, who were not yet ready for extensive reading of texts in full, to extract the main points without overloading their working memories. The last two types of simplification, content simplification and glosses, share some similarities, in the sense that the former deals with a brief explanation of the unfamiliar part, such as local culture (Lotherington-Woloszyn, 1988), while the latter involves the provision of definitions of unfamiliar or low-frequency vocabulary (Nation, 1990; Jacobs, Dufon, and Fong, 1994).

In the initial phase of my materials design, in order to make the texts more accessible, I relied on my intuition and experience as a teacher in judging which parts of the text required simplification, rather than making use of mechanical readability measures. Teacher intuition played an important role in my initial stage of materials design, given my knowledge of the target learners' level, educational background, reading behaviours, needs and interest (see Davies, 2006). Most readability measures deal only with lexical and grammatical features such as sentence length, without

taking into account learners' background knowledge, L1 literacy, and text interest (Ellis, 1994). The actual process of my text simplification primarily involved linguistic simplification, glosses, abridging and elaboration. Appendix 13 shows the complete list of modifications made to the texts in Units One to Six.

### **6.1.3 Design of one unit**


In Chapter 4, I discussed a systematic approach to designing reading materials, which embraced both theoretical frameworks and the analysis of the learners' specific needs. In this section, I shall demonstrate how theories were put into practice by describing my design of Unit One: *Movie Makers at Crossroads* (see Appendix 1), as well as the teacher's role in this unit, as instructed in the Teacher's Manual (see Appendix 2), as an example. Both the 'design' and 'methodology' need to be taken into account in the language curriculum, as 'the choice of teaching content may have implications for the kinds of methodological procedures to be employed (Ellis, 2003, p.205)

#### **6.1.3.1 Pre-reading tasks**

As we saw in Chapter 4, pre-reading tasks tend to function as 'a bridge of sorts between a reader's knowledge base and the text' (Tierney and Cunningham, 1991, p.610). In Unit One, I decided to use two pre-reading tasks: Predicting What the Text will be about from the Title and Lead-in and Relating Background Knowledge to the Text Topic, to prepare the students for the eventual reading stage. I will focus on the first task as an example.

In Task 1, the students were asked to work in pairs and to look at the title and lead-in, to exchange ideas and make predictions of what the text would be about. Two questions were provided in the materials to scaffold their discussion: (1) what do you think would happen to movie makers if they are at crossroads? and (2) what happened to the director Zhang Yimou? The questions were intended to generate the students' prediction of the text and to draw their attention to the keywords 'at crossroads', 'scores' and 'slammed'. Figure 6.1 illustrates the design of Task 1: Predicting What the Text will be about from the Title and Lead-in.

### Predicting What the Text will be about from the Title and Lead-in

 **Strategy A:** Before getting straight to the text, take a glance at the title and lead-in. They tell you what the text will be mainly about.



**Task 1:** Discuss with your partner what the text would be about from the title and lead-in. Then, share your group's ideas with the whole class.

## Movie Makers at Crossroads

*Director Zhang Yimou scores at the box office,  
but gets slammed by critics*

### Sample Discussion Questions

- What do you think would happen to movie makers if they are at a crossroads?
- What happened to the director Zhang Yimou?

Figure 6.1: Task One: Predicting What the Text will be about from the Title and Lead-in

In the teacher's manual, the teacher was guided to encourage and to scaffold the class through how to guess the meaning of the keywords, 'at crossroads', 'scores' and 'slammed', from their context. Lower learners with a limited amount of vocabulary tend to benefit from 'keyword or key-concept association tasks' (Carrell, 1984, p.334), introduced before the actual reading phase, to enhance their appropriate schemata. The students were given approximately five minutes for working collaboratively and then asked to share their predictions with the whole class.

The aim of this activity was to raise the students' awareness of the importance of predicting and making use of the title and lead-in as a way to draw inferences about the writer's main idea before going straight to the text. While working on this task, the students were also offered opportunities to learn the keywords, such as 'at crossroads', 'critics', 'scores', and 'slammed', contributing to their activation of relevant schemata intended by the writer. In brief, the task incorporated three elements: pre-teaching vocabulary, predicting and drawing inferences about the writer's main idea. The task outcome was semi-open; that is, even though there was



no single answer, the outcome needs to be based on the title and lead-in. The students were encouraged to propose their ideas and the teacher's role was to provide feedback and guide them in the right direction.

### **6.1.3.2 While-reading tasks**


There were two while-reading tasks in Unit One, Guessing Meaning of Unknown Words from Context and Skimming, which were used to develop the students' skills in resorting to contextual clues to guess the meaning of unknown words and to make sense of the overall text, and in reading at the global level or reading selectively for the main idea. Again, I will discuss my design of the first while-reading task as an example.

Since this was the first unit and the first lesson to introduce the strategy of guessing the meaning of unknown words, the teacher was instructed to provide explicit explanation of why and how to guess from context clues. I included the five-step explanation by Nation (1990) in the students' materials. After the direct explanation, the teacher was instructed to model to the class how to apply the strategy by highlighting the use of context clues (e.g. coordinators and markers) and background knowledge, in the specific context of reading in Task 3, as a whole class activity. Moreover, the Teacher's Manual guided the teacher to emphasise the use of one metacognitive strategy, 'evaluating their guesses', by re-checking the unknown word's part of speech and by replacing the unknown word with their guesses and seeing if the sentence made sense.

After the stage of explicit explanation and modelling, the teacher's role was to ask the class to work in small groups and to scaffold each other through how to guess the meaning of unknown words in Task 3.1. In this task, the students were encouraged to rely on the steps as modelled, including self-evaluation to accomplish the task. More specifically, Task 3.1 consisted of five extracts with one or two underlined unknown words each; the students were required to choose the word which had, more or less, the same meaning as the underlined unknown word from the word choices provided.

The task outcome was closed. In brief, Task 3.1 was intended to provide the students with opportunities to practise guessing the meaning of unknown words through peer interactions and assistance, to raise their awareness of making use of context clues available in the text and to introduce part of the text they were about to read in full in subsequent tasks. Figure 6.2 illustrates the design of Task 3: Guessing Meaning of Unknown Words from Context.

*Guessing Meaning of Unknown Words from Context*

 **Strategy C:** When you come across unknown words in the text, try to guess their meaning by making use of context clues. Take the following steps to help:

**Step 1:** Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?


**Step 2:** Look at the clause or sentence containing the unknown word. If the unknown word is a noun, what adjectives describe it? What verb is it near? In other words, have a close look at the context surrounding the unknown word.

**Step 3:** Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like ‘but’, ‘because’, ‘if’, ‘when’ or by an adverb like ‘however’, or ‘as a result’. The possible types of relationship are cause and effect, contrast, inclusion, time, exemplification, and summary.

**Step 4:** Use the knowledge you have gained from Steps 1 to 3 plus your background knowledge of the topic to guess the meaning of the word.

**Step 5:** Check that your guess is correct.

- a. See whether the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same, then something is wrong with your guess.
- b. Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.

 **Task 3:** Practise guessing the meaning of the underlined words by following the above steps.

Let’s do this together with the whole class.

1. When Hong Kong director, Zhu Yanping, finished watching Zhang Yimou’s new 2004 movie *House of Flying Daggers*, he commented without reservation, “Zhang Yimou’s artistic life is dead”. (p.1)
2. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. (P. 3)

Figure 6.2: Task Three: Guessing Meaning of Unknown Words from Context

### 6.1.3.3 Post-reading tasks

As this unit was implemented in the first few lessons of the semester, I decided to separate the text into three sections to prevent the students from being overloaded with information and to keep them motivated, as they might not be ready to read a long text yet. The first three post-reading tasks were designed to enhance their local comprehension, with an emphasis on the main points and major supporting details. In small groups, they were asked to finish reading paragraphs 7 to 11 and then to complete Task 5; to complete paragraphs 12 to 17 and then Task 7; and finally to read paragraphs 18 to 21 and then Task 8. Again, the teacher could opt to demonstrate how to read the first section (paragraphs 7 to 11) with the whole class to display the mental processes of applying appropriate strategies in the specific context, such as guessing the meaning of unknown words, scanning for specific information, predicting, reading selectively, asking oneself *wh*-questions and evaluating one's prediction, and to cope with difficulties in the text. Alternatively, the teacher could instruct the class to read the three sections independently in small groups prior to providing feedback and explanation.

After the students finished reading paragraphs 7 to 11, they were asked to complete the information about the Chinese director in the form of short responses. The teacher was instructed in the Manual to provide feedback and an explanation of the important points in this section before moving on to the next section. After the second section (paragraphs 12 to 17), the students were asked to work in small groups to complete the diagram, which focused on the Chinese movies' marketing plan, and the cloze task, with an emphasis on public criticisms of Chinese movies. In brief, these three tasks were intended to enhance the students' local comprehension, force them to rely on guesses as to the meaning of unknown words, help them relate background knowledge to the text, and teach them to skim or read selectively. They were allowed either to use exact words or phrases from the text or to use their own words to fill in the blanks.

Three additional post-reading tasks were introduced in this unit with an emphasis on identifying the topic sentence, understanding references and inferring the writer's implicit idea, to increase the students' knowledge of text organisation and build up their comprehension at the analytical and inferential level. In Task 9: Identifying the Topic Sentence and Topic, the students were introduced to the paragraph structure and the ways to locate the topic sentence. The teacher was instructed to model how to extract the main idea of a paragraph and then instructed the students to work in small groups, helping each other locate the topic sentence of eight paragraphs taken from the text. The students were also encouraged to keep asking themselves *wh*-questions as a way to evaluate whether their selected sentence functioned as the topic sentence.

Task 10: Understanding References was intended to raise awareness of the writer's use of references to avoid repetition—such as 'this', 'those', 'one' and 'such'. Like the procedures of Tasks 3, 4 and 9, the Manual instructed the teacher to provide an explicit explanation and model how to identify the writer's use of references. In small groups, the students then helped each other discover what the underlined words referred to. In the final task, the students were instructed why and how to infer the writer's implicit ideas. After this explanation and modelling, the whole class worked on the first task item as an example, and then discussed the remaining items in small groups. This task consisted of open-ended questions, which required short answers, and multiple-choice questions, which aimed to foster cognitive development as well as inferring skills. The teacher was instructed to provide feedback and guide them through the clues they could make use of when inferring the writer's idea. The outcome of all the post-reading tasks was closed by nature.

#### **6.1.4 Sequence of the units**

The units were topic-based, and included movies, bird flu, Buddhism and superstitions, parent-child relationships, cloning, and obesity in children. There was no actual grading in terms of reading texts or strategies. All texts were approximately the same length: *Movie Makers at Crossroads* contained 1,535 words, *Asia Wings It When It Comes to Bird Flu* 1,518 words, *Buddhism Thai Style* 1,473 words, *An*

*Empty Nest Can Promote Freedom, Improved Relationships* 1,330 words, *Cloning Isn't the Big Issue* 1,408 words and *Get Out and Play!* 1,652 words. They were also simplified in similar ways (see Appendix 13: List of modifications made to first-cycle materials).

The basic reading strategies were recycled throughout the six units to increase the learners' awareness of their use and to provide them with opportunities to practise using the strategies in the specific reading context (Janzen and Stoller, 1998). There was only one strategy, 'evaluating the writer's stance', which was subsequently introduced in Units Five and Six, since it involved more advanced skills, such as analysing the tone and language used by the writer and judging the writer's ideas (Grellet, 1981; Shih, 1992; Nuttall, 1996).

## **6.2 First cycle of materials evaluation**

### **6.2.1 Participants**

#### **6.2.1.1 Students**

The students who participated in the study were 200 second-year students, aged 19 to 20, from seven different *Reading for Information* classes taught by five different teachers. These students majored in different subject areas, including foreign language majors such as English, French, Chinese and Japanese; Philosophy and Religion; Psychology; Commerce and Accountancy; Political Sciences; Law; Drama; Southeast Asian Studies; and Sciences. This was a sample of convenience, but very representative of a *Reading for Information* class. There was a mix of students from the fields of Humanities and Sciences who seemed to have a variety of topics of interest (see section 1.5.1). Table 6.1 shows the students' majors in all the groups.

Table 6.1: Majors of students in the first cycle of materials use

Students' Majors * Groups of Students in the First Cycle Crosstabulation										
Count		Groups of Students in the First Cycle								
		1	2	3	4	5	6	7	Total	
Students' Majors	English	15	0	0	0	27	0	0	42	
	Political Sciences	11	2	0	0	0	3	11	27	
	Commerce and Accountancy	2	0	0	0	0	0	0	2	
	Law	2	0	0	0	0	0	0	2	
	Sciences	0	28	0	0	0	0	0	28	
	Psychology	0	0	31	0	0	0	18	49	
	Philosophy	0	0	1	0	0	0	0	1	
	South East Asian Studies	0	0	0	25	0	0	0	25	
	Linguistics	0	0	0	0	1	0	0	1	
French	0	0	0	0	0	23	0	23		
Total		30	30	32	25	28	26	29	200	

The students doing the *Reading for Information* course were divided into different groups according to the timetables of their courses, hence, it was not unusual for one class to contain students from more than one subject area. Such a class tended to represent the students' differences in interest and levels; for example, in Group 1, half the students were English majors and the other half majored in Political Sciences and Commerce and Accountancy. There was, however, an exception in Group 4, where all students majored in Southeast Asian Studies.

#### 6.2.1.2 Teachers

The first cycle of use involved a total of five teachers, Teachers A (Group 1), B (Groups 2 and 3), C (Groups 4 and 5), D (Group 6) and E (Group 7), who were willing to implement my materials with their classes. Table 6.2 presents their qualification and teaching experience, as well as the groups of students and units they were responsible for.

Table 6.2: Teachers in the first cycle of materials implementation and evaluation

Teachers	Qualifications (in areas of applied linguistics)	Years of teaching experience	Groups	Units
Teacher A	MA	Six	Group 1	One, Two and Five
Teacher B	PhD	Four	Groups 2 and 3	One, Three and Six
Teacher C	MA	Four	Groups 4 and 5	One, Three and Six with Group 4 and One, Two and Four with Group 5
Teacher D	MA	Three	Group 6	Four
Teacher E	PhD	Four	Group 7	Five

All of the teachers in the study had known me as their colleague for three to four years. The relationships between those teachers and myself can be said to be semi-formal, since I had less seniority in terms of age and teaching experience. During the implementation of materials, I had informal talks with the teachers from time to time to allow them to exchange their direct experiences as materials users in actual classroom situations with me as the designer. The teachers occasionally consulted me about difficulties they encountered with their classes, including the linguistic difficulty of the materials, ways to motivate students and task procedures. These kinds of interaction, in addition to other qualitative measures, gave me insights into their views about the suitability of the materials and their perceptions of the students' difficulties.

### **6.2.3 Development of the evaluation materials**

#### **6.2.3.1 Tasks-in-process questionnaires**

The tasks-in-process questionnaires consisted of 11 items, three of which were 7-point rating scales where 6 signified the highest value and 0 the lowest one, three were three categorical levels of measurement items, another three were open-ended questions and two were dichotomous items or yes-no questions (see Appendix 5). To increase the validity of the students' responses, I translated the questionnaires in Thai

and instructed them to answer the questions in Thai throughout. This also applied to the other types of evaluation materials used in my study.

The 7-point rating scales were devised for the items in which learners' expected responses might vary in degrees such as task enjoyment and task objective satisfaction. DeVellis (2003) states that one of the ways to increase variability or differences in the underlying attribute is to create numerous response options within items. To enable students to discriminate response options meaningfully, the specific wording translated in Thai was provided above 0, 2, 4 and 6 as shown below.

Not at all		A little		A lot		Very much	
0	1	2	3	4	5	6	

In the items to which students might provide certain types of responses, restricted types of response format were used, including three-level categorical response options like 'too difficult', 'appropriate to my level' and 'too easy', and the binary option of 'yes' or 'no'.

These questions were intended to explore to what extent the tasks in the materials worked in terms of learning objectives, task procedures, task content, learners' contributions to the tasks and task situation. The items were constructed to reflect Breen's (1989) notion of a task in process, as seen in Chapter 4. Due to the time constraints in the classroom, which made it impossible to manage the evaluation of all the tasks in each unit, either one pre-reading or one while-reading task and a few post-reading tasks were selected for evaluation in each unit.

Not only the students but also the teachers who participated in the study were asked to complete the tasks-in-process questionnaires. The teachers' version consisted of 10 items, three of which used the 7-point rating scale; another five were dichotomous items, and one was a three-level categorical type of measurement (see Appendix 34). The rest were open-ended questions eliciting teachers' perceptions of various aspects of the tasks: task learning objectives, task content, task procedures, learners'



contribution to the task and task situation, as outlined in Chapter 4. Some sample questions were ‘to what extent has the task been successful in achieving its aim?’, ‘how much did you like the task?’, ‘did the students come across any difficulties when they were performing the task?’, ‘did you find the task difficult to manage? And why did you felt that way?’, ‘did you adapt the task? If yes, what changes did you make to the task?, et cetera. Table 6.3 summarises the focal tasks in each unit which the students and the teachers were instructed to evaluate.

Table 6.3: Tasks which the students and teachers were asked to evaluate in each unit

Units	Tasks
One	Task 1: Predicting What the Text will be about from the Title and Lead-in Task 8.1: Fill In the Gap Activity Task 9.1: Identifying the Topic Sentence and Topic
Two	Task 3: Guessing Meaning of Unknown Words from Context Task 5: Skimming for the Subheadings Task 9: Asking and Answering Questions of Literal Comprehension Task 10.1: Understanding References
Three	Task 3: Understanding Markers Task 5: Reading Activity Task 8: Understanding the Writer’s Intention Task 9: Inferring the Writer’s Implicit Ideas
Four	Task 1: Predicting What the Text will be About from the Title, the Lead-in, and Subheadings Task 3: Skimming for the Main Idea Task 7: Intensive Reading Task 9: Inferring the Writer’s Implicit Ideas
Five	Task 2: Relating Background Knowledge to the Text Topic Task 6: Asking and Answering Literal Questions and Reading Activity Task 7: Intensive Reading Task 12: Critical Reading
Six	Task 3: Outlining Task 4: Critical Reading Task 8: Scanning for Specific Information Task 10: Intensive Reading Task 11: Inferring the Writer’s Implicit Ideas

### 6.2.3.2 End-of-unit questionnaires

The second type of questionnaire used in the first cycle was the end-of-unit questionnaires. Similar to the tasks-in-process questionnaires, they were a combination of closed and opened questions, consisting of ten open-ended questions,

six yes-no questions, five questions on the 7-point rating scales (0 = not at all, 6 = very much) and two three-level categorical items. The open-ended questions allowed students to freely describe what they thought and how they felt towards the materials in various areas, such as the strengths and weaknesses. The details of the items of this set of questionnaires were outlined in section 4.4.2.

### **6.2.3.3 Questionnaires on the use of Thai or English**

The last type of questionnaire used in the first cycle focused on the use of L1 or L2 in class. It consisted of four items, two of which were 7-point rating scales (0 = not at all, 6 = very much); another was yes-no questions, and the other was an open-ended question (see Appendix 7). As seen in Chapter 3, learners' use of L1 has been shown to mediate L2 text comprehension during scaffolding processes. I therefore decided to investigate whether and to what extent the students whose teachers used Thai as a means of instruction and text discussion in this EAP course perceived Thai to be useful to reading comprehension, compared to the perceptions of students in groups where the teacher used mainly English.

I decided to use the 7-point rating scale to determine to what extent the students perceived their use as well as the teacher's use of Thai or English to be useful to their comprehension while constructing the meaning of the text collaboratively with other students and with the whole class. The students were also asked to judge to what extent they found small-group discussion useful to their text comprehension, and whether they would have preferred English instead of Thai (for the use of Thai groups) or Thai instead of English (for the use of English groups) as a means of instruction and explanation, to explore whether Thai or English had an impact on the students' motivation.

Apart from the 7-point rating and dichotomous scales, the students were asked to write in their own words why they thought the use of Thai or English was useful to their reading comprehension. As mentioned in Chapter 5, the purpose of administering the use of L1 or L2 questionnaires in the first cycle was to investigate the students' attitudes towards the use of these two languages in the EAP reading

context. The results received from this set of questionnaires were expected to provide insights into the appropriate use of these two languages in a reading class, including learners' beliefs as to the right time to use Thai and English in order to enhance comprehension.

#### **6.2.3.4 Learning journals**

To elicit the students' attitudes towards how much the tasks as well as the materials had met their learning needs, I asked them to write about their personal learning experiences, including what they believed they had learnt at the end of each unit and what they thought their difficulties were in learning (see Appendix 9). In addition to observing and writing up these experiences, they were encouraged to report what they particularly liked and disliked about the units, and to describe techniques they would use to improve their reading. Their views in the journals could potentially reveal not only the suitability of the materials in terms of learning needs, level and interest, but also their perception of their reading process; that is, we might be able to judge whether they were aware of using appropriate metacognitive and cognitive strategies during reading.

Written journals or diaries have been used in a number of educational and materials evaluation studies to shed light on learners' attitudes and reactions towards particular areas (Bailey, 1990; McGrath, 2002; Ellis, 2003). McGrath (2002, p.186) advises researchers to make use of learner diaries as a data collection method that can not only reveal learners' reactions to the materials, but also build up learners' involvement with materials evaluation procedures. Journals have also been used in research into learners' strategies; learners have been asked to describe personal observations about their own learning experiences and possible solutions which they planned to use in order to cope with their learning problems (Carson and Longhini, 2002).

A template for a learning journal was provided on the last page of each unit. The students were asked to write in Thai so that they would be able to clearly describe

their views without any language-related difficulties. The following instructions were provided in the learning journal form:

Write your personal experiences about what you have learnt in this unit, such as new vocabulary or any reading strategies. Do the new vocabulary, reading strategies and other new things you have learnt help with your reading? And what do you have to do to improve your own reading? Keep this as a record to help remind you what you have learnt and what you have to do to improve your reading. You can write in Thai.

#### **6.2.3.4 Classroom observations**

To allow triangulation, I conducted classroom observations to gain insight into what the teacher and students did and how they felt about the tasks and the units, to supplement the students' and teacher's comments in the questionnaires. The degree of my classroom participation can be identified as 'observer as participant', which Coolican (2004) describes as the researcher whose 'observer role is uppermost and members of the group accept the observer in their midst as researcher' and who 'may be given quite intimate information, but may be constrained in reporting it if such information is offered in confidence' (p.131).

In this cycle, I conducted observations with six of seven classes; Group 2, taught by Teacher B, was the only class I was not able to do so, since its timetable overlapped with that of Group 1, taught by Teacher A. I however had the opportunity to observe the other class of Teacher B, Group 3, and to interview four students in Group 2, as a way to compensate for my absence in this class.

The only data-gathering device I used during the classroom observations was hand-written notes with a focus on the following aspects of the in-use materials: the amount of time spent on each task, task difficulty, learners' participation, learners' motivation, learners' task outcomes, learners and teachers' task interpretation and adaptation and learners' and teachers' use of tasks, as seen in Chapter 4. The observation notes were written in a narrative way, in an attempt to reflect what actually happened with the tasks and the materials in class.

I normally sat in the back row with the students and I moved around when the students got into small groups to observe their behaviour in working together on the tasks. The students occasionally asked me questions or complained about some difficulties they encountered while working on the materials after the class. Some expressed their views on their teacher, including his or her style of teaching. Conversely, during the observational period, the teachers occasionally told me, as their colleague, about their attitudes towards the students, the tasks and the materials when we had normal conversations outside class.

#### **6.2.3.5 Semi-structured interviews**

To maintain consistency in the interview data, the preset questions were asked in more or less the same order with all the interviewees. Additional questions were asked to the individual interviewees to encourage greater elaboration on their responses. All of the questions were open-ended, aiming to elicit the interviewees' attitudes towards aspects of the materials. Eighteen of the 200, or nine percent of the students, three or four students each from Groups 1 to 5, agreed to be interviewed.

The individual interviews were carried out at my office, which had a quiet atmosphere; the interviews took approximately between 15 and 20 minutes for each student. Four or five students were interviewed each day for four consecutive days. My 12 open-ended questions focused on a variety of areas, starting with the interviewees' reading difficulties before taking the EG 221 course and ending with their attitudes towards the most motivating in the classroom. The preset interview questions were:

1. What were your reading problems before taking the Reading for Information course?
2. What were your expectations of this course?
3. Can you suggest some topics you enjoy reading?
4. How do you feel about your reading proficiency now?
5. Which strategies/tasks do you find the most useful? And why?
6. What do you think you have learnt from the materials?
7. Can you tell me what you like and dislike about the materials?
8. What kind of difficulties did you encounter while working on the materials?

9. Which type of activities do you find most appropriate to your learning style—individual, whole-class, pair or small group activities?
10. What were your roles in group work, normally?
11. Can you describe the atmosphere in your group?
12. What seem to be the most motivating aspect of the class? (see Appendix 8)

Before tape-recording, the students were assured that they would remain anonymous and that their comments would not have any effect on their grades. Additionally, I emphasised that the data from the interviews would be used to improve the suitability of the reading materials, and that their comments would be very helpful. The students were allowed to stop the audio recording at any point they wished. The reading materials were prepared for the students to flip through, if they wanted to refer to specific points in the materials.

#### **6.2.4 Procedures**

The data collection procedures began with individual meetings with the teachers almost two weeks before the start of Semester 1, 2005. I briefly informed them of the purpose of the study and gave them the materials and the teacher's manual for their preparation (see Appendices 1 and 2 for the first-cycle materials and the teacher's manual). I told them that the teacher's manual provided guidelines on how to implement the tasks, how to provide feedback on students' responses and how much time they should spend on each task. I stressed, however, that they had flexibility to adapt the materials, to make them more appropriate to their specific teaching and learning context. The amount of time spent on each unit, the distribution of the students' questionnaires and the details of the teachers' questionnaires were also discussed in the meetings.

In the first lesson, the teachers explained the course descriptions, including the exam dates, and got to know the students before informing them about my presence in the classroom. I did a brief self-introduction and explained the purpose of being present in their classes throughout the first six weeks of the semester, but did not disclose the fact that I designed the materials, in order to prevent the learners' bias for or against me. I also shortly explained the students' role in this research project, such as

completing the questionnaires and writing the learning journals, and asked them to sign a consent form. The reading materials were distributed to the students unit by unit; the first unit was given to them on the first day.

Immediately after the students in all groups completed the first focal task in Unit One, I distributed the tasks-in-process questionnaires to the students in class. Since this was their first task evaluation, I provided a detailed explanation in Thai of how to complete this questionnaire before letting them fill it in. Additionally, I emphasised that the students did not need to put their name in the questionnaires and that their teacher would not be the one who read their responses. The students were given approximately five minutes to complete the evaluation of Task 1. The same procedure was repeated with subsequent tasks-in-process evaluations; however, the detailed instructions were not repeated because the students seemed quite clear about what they were being asked to do. They spent less than five minutes on later task evaluations. The tasks-in-process questionnaires were collected from the students at the end of each lesson.

Each unit was completed within four 90-minute lessons; the total amount of time spent on the three units was around 18 hours over six weeks. After the completion of the first unit, the end-of-unit questionnaires of Unit One were distributed to the students. Due to time constraints, the students were asked to complete them as homework and to return them during the following class. Again, I explained in Thai how to complete this second type of questionnaire and encouraged them to ask questions if they were uncertain. In addition to the end-of-unit questionnaires, the students were asked to write their learning journal on the last page of the unit as homework.

After the completion of Unit One, the students in the groups where the teachers used Thai as a means of instruction (Groups 1, 2, 4 and 7) were asked to complete the use-of-Thai questionnaires, while those in Groups 3, 5 and 6 were asked to fill in the use-of-English questionnaires. Because these questionnaires consisted of fewer items, they were completed by the students in class within a few minutes. These

questionnaires were completed again after the completion of the last unit, to investigate whether or not the students' perceptions of the use of L1 or L2 in the reading classroom had changed during the period of instruction.

### 6.2.5 Data analysis

My first two research questions aimed to investigate to what extent the tasks had worked according to Breen's (1989) tasks-in-process criteria, and how the units as a whole had worked in terms of the selection of reading strategies, reading texts and learning tasks. To answer these questions, I collected the data from the rating scales and the categorical items in the tasks-in-process and the end-of-unit questionnaires in a simple tally and presented them in the form of frequency tables showing the number and percentages of cases in each scale and category. The number and percentages of the students who attended the lessons but did not provide responses in each questionnaire item were also shown in the frequency tables. No statistical procedures were used to analyse the responses, as the major purpose was simply to judge the overall suitability of aspects of the materials and tasks.

The students' written responses in all the questionnaires were collected, coded into categories and quantified into percentages. For instance, 'I enjoyed working in groups because I could share ideas with others' and 'Working in groups provided me with opportunities to exchange my knowledge and listen to other people' were considered similar and thus grouped into the same category, coded 'Working in groups was enjoyable because the students had opportunities to exchange ideas'. The students' responses, along with the number of respondents in parentheses, are presented in the summary of the results of all types of questionnaires (see Appendices 15 to 17).

To answer research question number 3, which aimed to look into what extent the students perceived the use of Thai or English to be useful to their text understanding, I conducted Mann-Whitney *U* tests to evaluate the students' responses in the rating scales and chi-square tests to determine their views in the yes-no items. The details concerning the Mann-Whitney *U* and chi-square tests will be provided in Chapter 9.



I used the additional data from my observation notes, learners' learning journals and interviews to strengthen the discussion of the findings of the questionnaires, which are presented in the following chapters.

## CHAPTER 7

### First Cycle of Materials Use: Summary of General Findings

#### 7.1 Introduction

In Chapters 5 and 6, I discussed the design of the first-cycle study and described the features of the reading materials and learning tasks implemented with the seven *Reading for Information* classes at Thammasat University. In this chapter, I will concentrate on the students and teachers' views of the tasks and the units as a whole to judge the strengths and weaknesses of the materials implemented in the first cycle. To evaluate the effects of the materials on the students' perceptions of the usefulness of tasks and strategies, text topics and collaborative work, for example, I will examine the users' comments in the four types of questionnaires—end-of-unit, tasks-in-process, use-of-Thai-or-English and teacher's questionnaires—learners' learning journals, interviews and my classroom observation notes.

Bearing in mind the first three research questions, (1) 'To what extent had the 'tasks-as-workplan' worked in terms of learning objectives, task content, task procedures, learner contribution to the task and task situation?'; (2) 'To what extent had the units as a whole been successful in responding to the students' needs and interests in terms of selections of reading strategies, reading texts and learning tasks?'; (3) 'To what extent did the students perceive the use of Thai or English, as a means of instruction and discussion in the EAP classroom context, to be useful to text understanding?' (see section 5.4), this present chapter will focus on the discussion of the suitability of the overall tasks and units. The discussion will be divided into three major sections: the summary of strengths of Units One to Six, the summary of weaknesses of Units One to Six and the discussion of the use of Thai or English in the EAP classroom context. The summary will be also provided at the end of the chapter.

## 7.2 Overview of strengths of Units One to Six

### 7.2.1 Variety of tasks and strategies

Overall, the majority of students in the first cycle expressed the view that the units contained a variety of tasks and reading strategies that promoted their reading proficiency. In the end-of-unit questionnaires on Unit One, approximately 15% of the students said a particular strength of the unit was the variety of tasks and reading strategies<sup>1</sup> (see Appendix 16, p.501). This variety contributed to a vibrant classroom atmosphere, maintaining the students' interest while engaging in the tasks throughout the whole unit. Table 7.1 illustrates percentages of students who viewed a variety of tasks and strategies as strengths of the materials.

Table 7.1 Students' perceptions of strengths of the materials: A variety of tasks

Students' responses	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six
There was a variety of tasks and strategies. The students did not get bored due to the variety of tasks.	15%	6%	14%	19%	12%	15%

A similar response concerning the variety of tasks and reading strategies was provided in other units. Between 14% and 19% of the students who provided responses viewed the variety of tasks and strategies as strengths of Units Three, Four and Six (see Appendix 16, p.519, 527 and 544). Examples of the students' descriptive journal writing (my translation version) containing references to a variety of tasks and strategies are presented below.

Since I started this course at the beginning of June (today is the last day of the month), I can say I have learnt more reading strategies because I have worked on various activities. However, I think I am not good enough. I have to do more exercises and practice. Actually, I can apply the strategies I have learnt

<sup>1</sup> The percentages shown in the discussion were calculated from the total number of the students who attended each particular class. Appendix 16: Summary of the End-of-Unit Questionnaires: The First Cycle shows the quantitative details of the total number of the students who attended each class, the number of the students who responded to each questionnaire item and the number of the students who did not provide responses in each item.

in Unit One, along with the new ones the teacher taught me in this unit, to help me understand the meaning of text, or guess the meaning of difficult words. Umm, let's talk about the classroom atmosphere. I think it's still quiet even though we have done many activities so far. (Unit Two: *Asia Wings It When It Comes to Bird Flu*)

I learnt a variety of reading strategies and practised applying many of them. The text I read seemed different from what I used to read before. I practised extracting the main idea of the text and reading for supporting details, as well as summarising the main points. As for vocabulary, I also learnt new vocabulary and the way to guess the meaning of unknown words... (Unit Four: *An Empty Nest Can Promote Freedom, Improved Relationships*)

I felt the teaching and learning of this unit, including task procedures and the types of questions, were slightly more advanced, compared to the previous units. The unit contained similar strategies to what we have practised in the previous units, but it seemed more complicated, enabling me to improve my reading and thinking skills. I was able to think more deeply when answering the questions. There were also a variety of strategies and questions. Working on the tasks in the unit helped the students improve their proficiency. (Unit Six: *Get Out and Play!*)

These written comments from the students' learning journals reveal the association between the variety of strategies and their perceived reading improvement. The students felt that the practice of applying a cluster of strategies, such as extracting the main idea, guessing meaning of unknown words and skimming, in the specific reading context of several tasks enabled them to understand the text meaning. Additionally, they found that having opportunities to work on a variety of tasks was motivating and enjoyable; they felt there seemed to be a change in the unit all the time. Notably, the writer of the last comment mentioned not only improved reading but also thinking skills; he believed that practising answering a number of questions in several tasks in Unit Six had developed his cognitive ability, critical to reading development.

### 7.2.2 Usefulness of tasks and strategies

According to the questionnaire responses, in addition to the *variety* of tasks and strategies, the students had high satisfaction with the designed materials in terms of the *usefulness* of tasks and reading strategies, since they believed both learning tasks and strategies had contributed to their better reading performance. The end-of-unit questionnaires showed that 16% to 35% of the students agreed that Units One to Six contained useful tasks and strategies, which facilitated their ability to comprehend the text (see Appendix 16, p.501, 510, 519, 527, 536 and 544). In fact, the figures were particularly high in Units Two (35%), Five (35%) and Six (34%). Specifically, in Unit Two, the students who found the tasks and strategies useful explained that the tasks scaffolded them to the text meaning and improved their overall performance (see Appendix 16, p.510). Table 7.2 shows percentages of students who found the tasks in the units useful.

Table 7.2: Students' perceptions of strengths of the materials: Usefulness of tasks

Students' responses	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six
The tasks help improve reading proficiency.	16%	35%	21%	16%	35%	34%

The students' journals on these three units revealed positive attitudes towards the materials, due to their role in enhancing the students' reading proficiency. The majority of students indicated the usefulness of strategies they had practised in these units and the tasks that promoted strategy use and scaffolded them through how to construct the meaning of the text. They also found the strategies in these three units different and more advanced; in Unit Two, the students perceived 'identifying the sub-headings' to be new and useful, while chances to analyse and think deeper and 'evaluate the writer's idea' were emphasised in comments on Units Five and Six. Below are extracts from the students' journal writing, referring to their beliefs that the tasks and strategies in the designed materials facilitated their comprehension:

I had opportunities to read the long English text and to work on tasks which helped me understand the text better. I have some background knowledge

about the bird flu from the news, so I could relate my background knowledge to the text, and I think the use of my background knowledge was quite helpful to my understanding. I also practised how to guess the meaning of unknown words from context, to make use of sub-headings and to identify the writer's use of references. All this improved my reading proficiency. (Unit Two: *Asia Wings It When It Comes to Bird Flu*).

I learnt and practised guessing the meaning of unknown words from context more. This way of reading enabled me to read the text more fluently. I did not have to worry much about the unknown words because we could actually make use of context clues or just skip them. I also practised how to extract the main idea of the text within a limited time as well as how to evaluate the writer's idea. I think I would be able to apply these strategies to cope with the texts during the coming exams. (Unit Six: *Get Out and Play!*).

In these journal extracts, the students display their confidence and knowledge of how to apply appropriate strategies to facilitate their text comprehension. In addition to their use of cognitive strategies, the journals reveal their awareness of resorting to metacognitive strategies, such as gaining more knowledge about how to remedy their reading difficulties and asking themselves questions during reading, and their belief that metacognitive and cognitive strategies can contribute to better comprehension. The following comments clearly show awareness of their own actions, knowledge of how to remedy their reading difficulties and ability to monitor their comprehension:

While reading, I tried to look at the sub-headings, which guided me through the idea of what the text would be about and prevented me from getting lost. I also practised asking and answering the questions from the text. The questions I asked during reading were about 'Who did what?'; 'What was it about?'; 'Where did it happen?' and 'How?' I also learnt more new vocabulary. (Unit Two: *Asia Wings It When It Comes to Bird Flu*)

I always relied on my personal views when I answered the questions, but I think this is not right if they are not based on the information in the text. This unit made me become more aware of how to answer the follow-up questions. That is, I should make use of the information available in the text. The teacher also guided me through how to make use of contextual clues and key words. I think I can apply these strategies when I read. (Unit Five: *Cloning Isn't the Big Issue*)

I learnt how to make use of the key words in drawing inferences about the writer's feeling and intention. In reading, we should not just keep reading, but

keep asking ourselves questions. I think this would facilitate better understanding. Sometimes, in reading, we need to understand the writer's purpose, not simply understand the literal meaning of vocabulary and sentences. (Unit Five: *Cloning Isn't the Big Issue*)

Extracts from interviews with Students E and B also suggest their awareness of the use of higher-level processing strategies and perceptions of their usefulness, as shown below:

**13 R:** What do you think you have learnt from the three units?

**14 E:** I think I've learnt more vocabulary, and this will help me in the long run. And reading in class helps me a lot with predicting. I had never predicted before, but I just kept reading the whole text. Umm, but when I started to practise predicting and tried to predict what would happen next in the text, I was able to understand the text a lot better. I think this is what I have gained from the materials. For other strategies, like making use of context clues or identifying the topic sentence, they are OK, but I already learnt these strategies in high school. But predicting is really a new thing for me and very helpful for my understanding (see Appendix 28, p.13).

**11 R:** And what do you think you have learnt from the three units?

**12 B:** I've learnt a lot about guessing the meaning of unknown words from context, and I think I can skim for the main idea better. I've learnt that it's not necessary to read everything in the text to extract the main idea, but that we can just skim through the text and try to predict, especially when we don't have enough time. (see Appendix 28, p.10)

Like the end-of-unit questionnaires, the learning journals and the interviews, the tasks-in-process questionnaires confirm that the majority of students had task objective satisfaction, as the tasks in all units had improved their reading performance. For instance, in the task evaluation on Unit Two, between 60% and 76% of the students had high satisfaction with the objectives of Task 3: Guessing Meaning of Unknown Words from Context, Task 5: Skimming for the Subheadings, Task 9: Asking and Answering Questions and Task 10.1: Understanding References (see Appendix 15, p.411, 416, 419 and 423). Overall, they believed these tasks contributed to their reading improvement; they were able to apply appropriate strategies while working on the tasks, promoting better text understanding.

Lastly, the students' comments on the end-of-unit questionnaires also reflected great satisfaction of the sequence of the tasks in all the units, given the fact that between 63% and 76% of the students agreed that the earlier tasks in Units One to Six facilitated their performance on subsequent ones (see Appendix 16, p.499 to 500, 509, 518, 526, 534 and 543). Additionally, between 96% and 100% of the students reported high satisfaction with the sequence of pre-, while- and post-reading tasks in Units One to Six, which they presumably felt had gradually built up their ability and awareness of strategy use (see Appendix 16, p.500, 509, 518, 526, 535 and 543).

### 7.2.3 Selection of text topics

The students reported that the choice of text topics played a part in enhancing their enjoyment of reading as well as facilitating text comprehension. For instance, the end-of-unit questionnaires showed that approximately 52% of the students who were introduced to Unit One found the text *Movie Makers at Crossroads* enjoyable (see Appendix 16, p.491).

Individual students' views about the enjoyability of the text *Movie Makers at Crossroads* were quite varied, but their main reason was that it was related to entertainment or movies. Approximately 25% of the students explained that *Movie Makers at Crossroads* was entertaining and appeared relaxing and non-academic to them. Some 15% also felt that its content was close to their background knowledge (see Appendix 16, p.491). Like the end-of-unit questionnaires, responses to the tasks-in-process questionnaires (Task 1 item no. 5) confirmed that virtually all of the students (98%) found the content appropriate to their background knowledge. One student expressed the view that 'The content was not too difficult to predict and it was also of interest to teenagers' (see Appendix 15, p.398). Below are extracts from interviews with Students T and A, who expressed favourable attitudes towards *Movie Makers at Crossroads*:



- 7 R:** Can you suggest three topics you would be interested in reading about?
- 8 T:** Umm, I'm interested in reading something about law because it's related to my major, and I want to learn more law-related vocabulary. I'm also very interested in entertainment topics, like *Movie Makers at Crossroads*. This one is very appealing to me. I can also learn more information about the movies from this text. (see Appendix 28, p.1)
- 7 R:** Can you describe what you like and dislike about the units you have learnt in class?
- 8 A:** First, I have background knowledge of the text in Unit One because I have seen the movie *House of Flying Daggers*. So I don't find this text difficult to understand. But I had difficulties with the tasks. I couldn't do many of them, and was worried whether I would be able to pass the exams... (see Appendix 28, p.9)

The end-of-unit questionnaires revealed similar comments about the topics in the others; between 42% and 66% of the students perceived the text in Units Two to Six to be enjoyable (see Appendix 16, p.502, 511, 520, 528 and 536). The figure was particularly high in Unit Six (66%), Unit Five (61%) and Unit Four (53%). Table 7.3 shows the degree of students' satisfaction with the text topics in Units One to Six.

Table 7.3 Students' perceptions of the text topics in Units One to Six

Scales	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six
0-2 (Not at all to Not every enjoyable)	14%	22%	15%	10%	12%	4%
3	34%	36%	37%	37%	28%	30%
4-6 (Enjoyable to Very enjoyable)	52%	42%	48%	53%	60%	66%

The texts *Get Out and Play!* in Unit Six and *An Empty Nest Can Promote Freedom, Improved Relationships* in Unit Four, according to the students, were close to their personal experiences; one student commented, 'I can easily imagine what the text [Unit Four] would be about because it is related to my life', and another said, 'The text [Unit Six] was related to my own experiences. My sister is obese, so it was easy

for me to understand the text’ (see Appendix 16, p.520 and 537). On *Cloning Isn’t the Big Issue* in Unit Five, students commented that it was interesting, since it was related to sciences and advanced technology (see Appendix 16, p.528).

The learning journals provide further evidence of how the students felt towards the text topic and how text enjoyment positively affected their motivation for reading:

The first time I looked at the title of the text, it seemed to me that the text was stressful. And when I skimmed it, I felt even more stressed because I saw unfamiliar words. But when I actually read it thoroughly, I felt it was so interesting. I learnt some new words. I think my reading proficiency has improved a lot in many aspects. For example, I became more fluent in extracting the main idea, expressing my ideas about the text and guessing the meaning of unknown words from context. I think it was fun. (Unit Two: *Asia Wings It When It Comes to Bird Flu*)

I have learnt an interesting text, the content of which was similar to my personal experiences. So I think this text is the most interesting text. I also learnt reading strategies which I had opportunities to apply in the tasks as well as in my everyday reading. The tasks helped me understand the text a lot... (Unit Four: *An Empty Nest Can Promote Freedom, Improved Relationships*)

In this unit, I read a text about cloning, which seems to be one of the common issues these days. And this was the first time I had the opportunity to read an English text which contained the topic of my interest. In this unit, the teacher asked us to express our opinions quite a lot. There were tasks which required us to share our views. It was fun reading the text because ‘cloning’ is a topic which is not far from teenagers like us who grew up and live in the world of technology. (Unit Five: *Cloning Isn’t the Big Issue*)

The degree of text familiarity and interest seemed to have a clear effect on comprehension, as we can see from those comments above. Conversely, those who lacked personal experience of the text topic seemed to have difficulties understanding it. For instance, when evaluating Task 1: Predicting What the Text will be about from the Title and Lead-in, in Unit One, one student stated that the text content was not appropriate to his background knowledge because it seemed too specific. He rarely went to the movies and had never heard of the director’s name; therefore, he did not possess sufficient background knowledge to make predictions

about the text. At the end of his descriptive responses, he wrote, 'I don't understand the text at all' (see Appendix 15, p.398).

Interest in the unit topic might be affected by the text's linguistic difficulty. In commenting on Task 3: Understanding Markers, which some 31% of the students criticised for being 'too difficult', one student wrote, 'I didn't know quite a lot of vocabulary. I think the vocabulary was too difficult, making the subject matter less interesting'. Another stated that 'Even though the text is about our culture, it's too difficult. I felt bored and discouraged to read the text' (see Appendix 15, p.428). Linguistic difficulties will be discussed in greater detail in section 7.3.

Conversely, one of the reasons why students found a text enjoyable or interesting was due to the ease of language. For example, the end-of-unit questionnaires on Unit Six showed that 23% of the students considered *Get Out and Play!* enjoyable and interesting because it contained vocabulary which was easy to understand, in addition to the topic being familiar (37%) (see Appendix 16, p.537). Text interest and text linguistic difficulty seemed to be interconnected to some extent.

#### **7.2.4 Collaborative work**

The final striking feature of these reading materials, according to the students, was collaborative work. Both types of questionnaires, classroom observations and learning journals, all point to students enjoying working collaboratively and scaffolding each other to accomplish the task outcomes and read the assigned sections of the text.

Commenting on Task 1: Predicting What the Text will be about from the Title and Lead-in, in Unit One, approximately 80% of the students viewed group and pair work as the key to their task achievement (see Appendix 15, p.400). Collaborative work provided them with opportunities to share and exchange new ideas and knowledge with other students. These students felt that it maximised their chances of achieving the best answers for a particular task, since they could rely on help from

their partner as well as other group members. One student stated, 'I am not good at English, so I could ask for my friend's help and advice' (see Appendix 15, p.400). Some students also believed that each member possessed different skills and knowledge; as a result, talking or communicating with others enabled them to learn what they did not know.

Views expressed in the learning journals also point to the majority of the students having positive attitudes towards collaborative work, as in the examples below:

... In reading, I sometimes could not interpret the text correctly, but when the teacher gave us an explanation, I could understand better. But the most beneficial part of the task was that I could work together with other classmates. We helped each other find the answers. (Unit Four: *An Empty Nest Can Promote Freedom, Improved Relationships*)

The content and vocabulary were quite difficult for me, but I tried my best to read and understand the text. The strategies really helped me improve my reading a lot. However, there were some tasks which were kind of hard but group work helped ease the difficulties and made things easier. (Unit Five: *Cloning Isn't the Big Issue*)

Sample extracts from interviews with Students C and D indicate their belief that small groups can promote learning, through social interactions with other members, as shown below:

**15 R:** Now let's talk about the types of activities. Which type of activities do you find most appropriate to your learning style: individual, whole-class, pair or small group activities?

**16 C:** For me, I like group work because sometimes I didn't know some words, but others in the group knew. So we helped each other translate and read the text. And when I tried to answer the questions, my friends sometimes argued and explained better ideas to me. So the answers we shared with the whole class were kind of the best answers. Individual work is not good because we have to work alone. Umm, whole-class activities are quite good, but the problem is that no one wants to answer or share ideas with the whole class. No one is confident enough to answer the teacher's questions in the class. (see Appendix 28, p.7)

**13 R:** Which type of activities do you find most appropriate to your learning style: individual, whole-class, pair or small group activities?

- 14 D:** For me, individual work is fine, but I don't feel confident about my answers, particularly when the teacher is asking us to answer the questions in whole-class activities. I'm afraid of giving the wrong answers. So I prefer pair and small group activities to individual work because there I have the chance to exchange ideas, and we can check if our answers are correct or not by consulting other members in our group. Whole-class activities are OK with me as well. (see Appendix 28, p.20)

In observing this shared reading activity, I noted that group members tended to help each other identify the main idea and major supporting details of the text of their assigned section. In groups, they discussed which strategies they should apply, explained and provided text translation, asked questions, checked and confirmed whether the answers were correct, and argued with each other's ideas. Below are extracts from interviews with Students P and C which reflect their scaffolding roles in small groups and their views that their social interactions with other students could contribute to greater understanding:

- 17 R:** What were your roles in your group, normally?  
**18 P:** Personally, I am always the one who propose ideas, and other friends always accept and respect my ideas. But this doesn't mean that my ideas are always correct. Sometimes when we came up with different answers, I tended to look closely and did not say whose ideas were wrong. But I said that perhaps my ideas might be wrong and asked others to re-check the answers, and then I encouraged them to continue thinking. This stimulated other members to think more and sometimes we had better ideas. I think arguments in groups are very helpful because I cannot come up with correct answers by myself all the time, and an argument encourages us to think, and, most of the time, leads to better answers and more interesting ideas. (see Appendix 28, p.5)
- 17 R:** What were your roles in your group, normally?  
**18 C:** Some friends in my group tended to understand most of the text and knew the answers, so they kept confirming if our answers were correct or not. But they never said they knew all the answers; rather, they checked and confirmed if our ideas were OK, something like this. I tended to ask for the answers from them. And I think this helped our group complete the tasks more quickly. (see Appendix 28, p.7)

More specifically, some interview extracts reflect students' preference for working with group members they were familiar with. This can be seen from some sample extracts from interviews with Students M and PU, as shown below. They reported that the closeness in terms of relationships among group members could lead to more learning opportunities as well as more accurate outcomes, compared to when they work with group members they were not acquainted with. These two students explained that they felt more comfortable in arguing and sharing ideas with someone they knew well. This suggests that working with familiar group members is likely to establish intersubjectivity, or learners' joint and mutual contribution to an ongoing activity, a key to success in collaborative work, as we saw in Chapter 3.

- 21 R:** Would you feel any differently if you were asked to work with new members instead of those you are close to?
- 22 M:** It would definitely affect the way I work in groups, because when we worked with someone we were not close to, we tended not to argue with them, or were able to communicate with them effectively. Our reactions to each other were low in frequency; I mean we did not respond to each other much, as we were not familiar with each other. (see Appendix 28, p.19)
- 11 R:** Can you tell me what you like and dislike about the materials?
- 12 PU:** ... but what I dislike is actually quite a small point. Well, in working in groups, it would be great if students can have freedom in choosing who they want to work with. This would encourage them to share their ideas more broadly. But if we have to work with someone we haven't known before, we have to spend time getting to know each other first, and we don't know how and to what extent new members will respond to us. This is from my direct experiences. The teacher asked us to work with new people one day and I had difficulties in communicating and exchanging ideas with them. Working with someone new prevented us from sharing our ideas effectively. I got so bored with that lesson because of this. (see Appendix 28, p.22)

### **7.3 Overview of weaknesses of Units One to Six**

Among the problematic aspects of the reading materials were 'linguistic difficulty of the texts', 'text length', 'insufficient amount of help from the teacher', 'time

constraints’, ‘learners’ difficulties in expressing their ideas in English’, ‘learners’ uncertainty of the task purpose and procedures’ and ‘physical production’.

### 7.3.1 Text-related difficulty

Throughout the series of materials, some students found the texts too difficult in terms of vocabulary and syntactic patterns, impeding them in fully understanding the texts. As these groups of students, including the English majors, had quite limited knowledge of vocabulary and rarely had exposure to L2 reading in daily life, they complained that the texts, particularly the ones in Unit Three: *Buddhism Thai Style* and Unit Five: *Cloning Isn't the Big Issue*, contained unfamiliar or technical words and complicated sentence structures. Table 7.4 shows percentages of students who found the text in Units One to Six too linguistically difficult and Table 7.5 illustrates their reasons for text difficulty in Unit Three.

Table 7.4 Students’ perceptions of text difficulty in Units One to Six

	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six
Text Difficulty (Too linguistically difficult)	12%	13%	32%	12%	33%	12%

Table 7.5 Students’ reasons for text difficulty in Unit Three

Students’ written responses	Frequency	Percent (N=81)	Valid Percent
▪ Difficult and technical vocabulary such as ‘et vir et deus’	19	24	63
▪ Complicated sentence structures	9	11	30
▪ Difficult expressions and comparisons	2	2	7
Total responses	30	37	100

In the end-of-unit questionnaires, some 32% of the students criticised *Buddhism Thai Style* for its linguistic difficulty, which they said prevented them from comprehending the text, despite their background knowledge of Buddhism (see Appendix 16, p.512). Not only did they cite examples of technical vocabulary, such as ‘et vir et deus’, ‘kamma’, ‘vows’, ‘Eightfold path’, ‘dependent origination’, but

they also commented on the complicated sentence structures and the uses of difficult comparisons, such as ‘Doing bad things are withdrawals; making merit is a deposit’. Examples of their journal references to linguistic difficulty of the text in Unit Three are presented below:

I found this unit quite appropriate to my level. Well, the text contained vocabulary which was probably more advanced than my level. But this was good because it helped improve my proficiency. I really like the text content because it was in fact close to my background knowledge. This made the text even more interesting. I also learnt some difficult and unfamiliar words from this unit, but it’s a pity that I rarely prepared homework or tasks because I couldn’t think of anything. The vocabulary was too difficult. So I decided not to do them...

Overall, my reading proficiency improved and I think I could understand the text better. However, there were a number of difficult words in this unit. The uses of comparison in some paragraphs made the text become more difficult. I also found Tasks 8 and 9 very difficult. I was rarely able to answer the questions in those tasks.

Likewise, in evaluating Task 5: Reading Activity in Unit Three, 24% of the students criticised the task for being too linguistically difficult. Approximately 80% of these students explained that the vocabulary was too difficult and technical, and above their English proficiency and another 20% complained that some sentences were too long and complicated for them to understand and translate the text (see Appendix 15, p.432).

Nonetheless, it is interesting that only the students from Group 4, whose major was Southeast Asian Studies, did not encounter much difficulty in reading the text *Buddhism Thai Style*; in that group only one student (4%) found the language in the text ‘too difficult’, against 37% and 26% in Groups 2 and 3 (see Appendix 15, p.432). According to my classroom observation notes, the majority of the students from Group 4 seemed very involved in the pre-reading activity and greatly contributed to discussing their views of Buddhism and other related topics. This suggests that there might be a high correlation between the degree of students’



background knowledge and their ability to compensate for linguistic difficulty in the text.

Presumably, the students in Group 4 possessed deeper knowledge of both Buddhism and Hinduism than the rest. Moreover, they seemed to have more intrinsic motivation to read the texts about Thai and other Southeast Asian cultures. Therefore, although all the students who participated in this study were Buddhist, their degree of knowledge and interest in Buddhism varied from person to person, which resulted in different perceptions of text difficulty.

The text in Unit Five: *Cloning Isn't the Big Issue* was also regarded as 'too difficult'. Despite the fact that the students in both groups, 1 and 7, seemed to be eagerly engaged in the pre-reading activities, contributing to the discussion about their attitudes towards the celebrities' opinions on various cloning issues, 33% of the students commented in the end-of-unit questionnaires that the text was 'too linguistically difficult'. They explained that it contained a number of difficult vocabulary items, which looked too technical and medical to them (see Appendix 16, p.529).

According to my observation notes, the students in both groups seemed to have some general knowledge regarding cloning and actively contributed to the discussion. Only 11% of the students commented on the inappropriacy and unfamiliarity of the text content in commenting on Task 6: Asking and Answering Literal Comprehension, which was directly related to the reading activity (see Appendix 15, p.462). Nonetheless, their background knowledge did not seem to help in their guessing of the meaning of unknown words or making sense of the text, much like Groups 2 and 3 for *Buddhism Thai Style*. This might be because the language in the text was too difficult for their level, obstructing them from relying on their prior knowledge and other good reading strategies, as discussed in Chapter 2. Alternatively, their existing schemata about cloning might have been insufficient to compensate for the linguistic difficulties. Here are some sample extracts from the students' learning journals pointing out the linguistic difficulties of Units Three and Five:

The tasks in this unit were interesting and the text content was related to Buddhism, which I have some background knowledge about. But the text was quite difficult, so I could not make use of context clues to guess the meaning of unknown words in an effective way. (Unit Three: *Buddhism Thai Style*)

The vocabulary was very scientific and the sentence structures were more complicated than those in the previous texts. This encouraged me to practise interpreting the text more. I actually gained more general knowledge about cloning. However, the text was extremely difficult. I rarely understood it and needed to make a great effort while reading. (Unit Five: *Cloning Isn't the Big Issue*)

These students' comments on the linguistic difficulties also suggest that they still rely on word-level processing, rather than high-level processing, in their L2 reading. The students said that they had some background knowledge about Buddhism and cloning; however, when it came to the actual reading process, they focused only on the lexico-grammatical level of the text and did not resort to higher-level strategies, such as 'predicting' and 'relating background knowledge to what they are reading'. Teacher C expressed her view in the Teacher's questionnaires on Task 3: Understanding Markers in Unit Three that:

This group of students relies too much on working out the meaning of each sentence, rather than trying to make predictions of what comes next, and what the relation of each piece is to the given information. That means they would have even a harder time trying to connect each paragraph together. (see Appendix 34, p.13)

Additionally, in describing in their journals what they would do to improve their reading, although the students tended to be more aware of appropriate strategies for reading, some reflected their beliefs about the importance of vocabulary and grammatical structures to comprehension as follows:

I have to memorise more vocabulary. If I know many words, I would be able to understand the text, I hope. (Unit Two: *Asia Wings It When It Comes to Bird Flu*)

I have to do more exercises on my own and try to memorise new words. (Unit Two: *Asia Wings It When it Comes to Bird Flu*)

I think it is important to memorise vocabulary, to review and to reread the text we have learnt in class and to do a lot of exercises. (Unit Five: *Cloning Isn't the Big Issue*)

After this unit, I think I must start memorising vocabulary and read more English texts. This is because if we do not know much vocabulary, we will not be able to understand the text. (Unit Five: *Cloning Isn't the Big Issue*)

The text length was another aspect which discouraged the students from persevering with reading and fully understanding it. The end-of-unit questionnaires revealed quite a high level of complaint about text length throughout the series of materials: between 20% and 37% of the students found the texts in the various units 'too long' (see Appendix 16, p.492, 503, 512, 521, 529 and 537).

There is some evidence that the students gradually got used to text length, as the number of those who found the texts too long continuously dropped (The students in Groups 6 and 7 used Units Four and Five, respectively only), but the number of students who thought the text was too long was nevertheless sizeable. Text length is likely to discourage the students from maintaining their reading and decrease their opportunity to apply reading strategies to overcome text difficulties. Students' comments from the learning journal writing also reflect their dislike of the text length as follows:

I have learnt a few new words and the way to read the text and extract the main idea. I think I can sum up the text content. But the text is too long and this made me confused. (Unit One: *Movie Makers at Crossroads*)

.... some parts of the text are not very important and should be removed to make the text more concise. In general, I had a serious problem identifying the main idea (sometimes). (Unit One: *Movie Makers at Crossroads*)

I have read the text, which was written by a native speaker. But the text is long and difficult to read. I needed to make use of a number of reading strategies. (Unit Three: *Buddhism Thai Style*)

### **7.3.2 Time pressure**

Students commented that they had to rush to complete the tasks in each unit and needed more time to discuss possible answers while working in pairs and groups. For instance, In Unit One, some 19% of the students felt that they were not given enough time to complete Task 8.1: Fill In the Gap Activity (see Appendix 15, p.406).

Similar comments were made about Task 9.1: Identifying the Topic Sentence and Topic: 20% of the students said that they had too little time to complete it (see Appendix 15, p.410). This was an issue raised not only about Unit One but also about the rest of the units. This undoubtedly stemmed from the number of tasks; Unit One, for instance, consisted of 11 tasks to be covered in two to three 90-minute lessons.

Moreover, each task in a unit consisted of too many items. For example, Task 6: Understanding Supporting Details in Unit Three was comprised of 10 items. In the classes I observed, none of the teachers was able to keep to the suggested time and ended up taking four 90-minute lessons to complete the tasks in the unit, as opposed to the intended two to three lessons.

Even though the teachers dropped a few tasks and items and occasionally adapted task procedures to save time, they worked through the tasks and tended to explain things in a rushed manner. We may recall that the variety of tasks and reading strategies were seen as the strength of all the units (see section 7.2.1); at the same time, they caused time pressure for both teachers and students.

Teachers A, B and C all felt that the time suggested in the Teacher's Manual was too short. Teacher B, who spent almost 30 minutes on Task 8.1 Unit One, as opposed to the intended 15 minutes, commented, 'They found the task quite difficult. First, some of them didn't quite finish with the reading. Some didn't fully understand the text...' (see Appendix 34, p.6).

### 7.3.3 Amount of help from the teacher

Students' views expressed in the tasks-in-process questionnaires also point to a need for extra help and feedback from the teacher. For example, commenting on Task 8.1: Fill In the Gap Activity in Unit One, some 12% reported insufficient help from the teacher (see Appendix 15, p.405). A similar kind of complaint was made for Task 9.1: Identifying the Topic Sentence and Topic, where some 23% of the students said they needed more help from the teacher (see Appendix 15, p.409 to 410). This might stem from the difficulties they encountered while working on the tasks, which I shall discuss in the following section, and perhaps from their lack of confidence and the teacher's insufficient explanation and modelling. Table 7.6 illustrates the students' perceptions of the amount of help from the teacher in Unit One.

Table 7.6 Students' perceptions of the amount of help from the teacher: Unit One

	Task 1	Task 8.1	Task 9.1
I would like to have more help from the teacher.	17%	11%	23%
I would like to have less help from the teacher.	1%	1%	0
Amount of help is fine.	82%	88%	77%

According to my classroom observations, the students, even though struggling with finding the appropriate words to fill in the blanks in Task 8.1 in Unit One, tended to eagerly scaffold each other in small group work. In fact, although they were able to come up with some correct answers, they were not confident and needed the teacher's reassurance that their answers were in fact correct. Some sample extracts from interviews with students also confirm the importance of the teacher's role in strategy instruction, as shown below:

**27 R:** What do you think is the most motivating part of the classroom?

**28 T:** The teacher... <Laughs> can motivate me most. I love to listen to what the teacher says. (see Appendix 28, p.2)

**21 R:** What tends to be the most motivating part of the classroom?

**22 K:** ... Apart from the content, I think the classroom atmosphere is very motivating. If the atmosphere is very enjoyable, we will be motivated to learn. The teacher is very influential. Umm, if the teacher is too stressed, it really affects the atmosphere as well. No one wants to study in a very stressful atmosphere. I want to study in an enjoyable atmosphere. (see Appendix 28, p.3)

**17 R:** What seems to be the most motivating part of the classroom?

**18 PU:** ... Generally, the teacher [Teacher A] is fine because she tries to help us most of the time, but she hasn't yet connected with students. Like today, I think students did not understand some part of the lesson, but she was not aware of this. I have no idea how this problem can be sorted out... (see Appendix 28, p.22)

According to the final extract, Student PU viewed the teacher's help as substantial to her motivation as well as performance, but there seemed to be a mismatch between the students' need and the teacher's assistance. This was apparent in Group 1, where the teacher did not seem to provide sufficient explanation of the task and did not model how to achieve the task outcomes in the first few items as example, while the others did so. One student said, 'Teacher A went through the answers quickly, so it was difficult for me to understand them. If this happens often, I would feel discouraged and bored'. Around 19% of the students in this group expressed their need for extra help from the teacher, compared with between 3% and 14% of the students in Groups 2, 3, 4 and 5 (see Appendix 15, p.405).

#### **7.3.4 Difficulty in expressing themselves in English**

Another problem the students reported was difficulty in expressing their ideas in English. In addition to the difficulty in making sense of the language in the text, the students seemed to struggle to produce their own language when answering the questions, particularly open-ended ones. This suggests that the 'tasks-as-workplan' in fact involve not only reading comprehension and use of strategies, but also writing skills. The students were required to employ their English writing skills and rely on their knowledge of English grammar in constructing their answers in sentences, exacerbating the task difficulty. Because of the students' inability to write correct answers, the teachers mistakenly perceived that they had difficulties understanding

the text, whereas what they needed was help in expressing their ideas in English. For example, students had difficulties coping with Task 9: Inferring the Writer's Implicit Ideas in Unit Three, not only because they had to draw inferences about the writer's hidden messages from the excerpts provided but also because they did not know how to write their answers in complete sentences in English. Some 14% criticised the task for being difficult, as they were unable to think of appropriate words for the written answers (see Appendix 16, p.517).

Additionally, approximately 15% of the students reported difficulty with Task 8.1: Fill In the Gap Activity in Unit One, where they were asked to use no more than three words to fill in the blanks in the summary of paragraphs 18 to 21 (see Appendix 15, p.406). In addition to dealing with difficult vocabulary in the text, they explained that they knew what the answers were but that they did not know how to express them in English. Teacher B described his students' difficulties on this task as:

... they could not find appropriate words to fill in. For example, in blank number 6, they can't think of words like 'rejected' or 'criticised'. Some of the answers make sense but are not grammatically correct, e.g. wrong parts of speech. Another reason may be that students are not familiar with this type of test. They feel more comfortable with multiple choices or short answers. (see Appendix 34, p.6)

It was also clear in the classes I observed that some students knew the answers but were not certain how to write them in complete sentences. While they were working in groups, they could sometimes think of the answers in Thai. However, they seemed to spend most of their time discussing which words in English they should use to explain their ideas. It appeared to me that their inability to express themselves in English discouraged the students from sharing their ideas with the whole class and sometimes led to the miscommunication of answers between students and their teacher.

### 7.3.5 Learners' uncertainty about task purpose and procedures

Finally, learners' uncertainty about the task purpose and task procedures was another type of difficulty which occurred while the students were engaged in tasks. Given the results of the tasks-in-process questionnaires, when asked to describe one thing they disliked about Task 9.1: Identifying the Topic Sentence and Topic, 16% wrote that they did not know how to change the topic sentence into the main topic, or why they had to think of the main topic (see Appendix 15, p.411). This reflected a lack of clarity in the instructions regarding reading strategies and inadequate emphasis on the purpose of the tasks. In support of the evidence from the tasks-in-process questionnaires, Teacher B mentioned his students' difficulties on this task, pointing to unclear explanation of how to locate the topic sentence and what, why and how to form the topic:

Most students did well on this. The only problem is that some students still think that topic sentences only appear at the first sentence of the paragraphs. They also take exact words or phrases from the topic sentence when they are asked to identify the topic. For example, in number 6, they find it difficult to come up with answers such as 'comments about Zhang's new movie' but instead cite 'the best and worst comments of his life'. (see Appendix 34, p.9)

Without having a clear idea of the task purpose, the students might not have been motivated to work on the tasks and might lack good reasons for applying a particular strategy. According to the results of the end-of-unit questionnaires, around 24% of the students found Task 1: Predicting What the Text will be about in Unit Two: *Asia Wings It When It Comes to Bird Flu* the least helpful. They believed that this pre-reading task had no effect in terms of any reading improvement. One student wrote, 'When it's time to read, most people rarely think or predict what the text will be about from the title' (see Appendix 16, p.507). Similarly, some 16% found Task 1: Relating Background Knowledge to the Text Topic in Unit Five: *Cloning Isn't the Big Issue* the least helpful (see Appendix 16, p.533). They explained that the task did not help improve their reading proficiency, but thinking skills. Below are extracts from interviews with Students E and H, referring to their lack of understanding of the



‘why’ and ‘how’ to ‘relate background knowledge to the text content’ and ‘infer the writer’s implicit ideas’:

**11 R:** Are there any strategies you find unnecessary?

**12 E:** Overall, everything is OK, but there’s one task in Unit Five, *Cloning Isn’t the Big Issue*, that I don’t find necessary. Umm, I may be wrong, but I think the task that asks us to express our views about the text cannot help us improve our reading proficiency. So I think this task [Task 2] is not necessary. It’s just about expressing ideas, and we used Thai in this activity, so I don’t know, I think it’s just like talking and it’s not about reading. (see Appendix 28, p.13)

**9 R:** What do you think you have learnt from these three units?

**10 H:** I think I have learnt more about guessing the meaning of unknown words, identifying references and skimming for the main idea. They help me read faster and understand the text better. Oh, and now I can also infer the implicit ideas better. In previous classes, I felt I was not able to identify what paraphrases and inferences were, when working on the inferring tasks. I didn’t understand what inferring was and I actually thought that it should be a direct statement from the passage. But later I could understand better. (see Appendix 28, p.16)

The students’ lack of understanding of purpose and procedures, or metacognitive knowledge, had some negative effect on their perceptions of the materials and their performance on the tasks. This also prevented them from applying some reading strategies and developing good L2 reading behaviour, as we saw in Chapter 2.

### **7.3.6 Unattractive unit’s appearance**

The findings showed that materials’ physical production was another factor related to the Thai students’ motivation. Surprisingly, the high percentage of first-cycle students made criticisms of the materials’ physical appearance; between 12% and 50% found the unit’s appearance unattractive in Units One to Six (see Appendix 16, p.492, 504, 512, 521, 529 and 538). They commented that the unit did not contain colourful illustrations relevant to the text topic; the print was too dense; and there was little space between a task and a strategy explanation with no distinct task heading.

## 7.4 The use of L1 or L2

Analysis of the questionnaires on the use of Thai or English in the classes suggests a clear difference in perception after Unit One. A Mann-Whitney  $U$  test showed that the classes with L1 as means of instruction reported significantly better perceived text understanding than the L2 classes ( $U = 610$ ,  $z = -7.05$ ,  $p = .001$ ,  $N = 131$ , *two-tailed test*). According to the students' self-reports, around 92% of the use-of-L1 students thought Thai as a means of mediation contributed to their text understanding to a great extent, against 32% of their counterparts who used English (see Appendix 17, p.547 and 550).

The same questionnaires administered at the completion of the last unit revealed similar results, showing that the students from the two groups were statistically different in terms of perceived text comprehension ( $U = 552$ ,  $z = -6.84$ ,  $p = .001$ ,  $N = 122$ , *two-tailed test*). This time, 99% of the use-of-L1 students believed Thai had helped their text understanding to a great extent, compared to only 45% of the use-of-English classes (see Appendix 17, p.554 and 557). An extract from an interview with Student S indicates how the student's mother tongue plays a critical role in promoting greater comprehension:

**11 R:** How about other units?

**12 S:** Umm, I had difficulties in reading other units because I was not able to find the appropriate translation from English into Thai. So I had to try to understand in English. Err, I cannot understand the text unless I translate it into Thai. Thai translation can facilitate my text understanding. (see Appendix 28, p.11)

The students from the use-of-L1 groups said they valued the use of Thai in their classrooms as it facilitated text understanding, while the students from the use-of-L2 groups did not seem to feel that the use of English enhanced their text comprehension, but did affect their overall communicative competence (see Appendix 17, p.549 and 553). Nonetheless, when asked to say which language they preferred to use in the classroom at the end of the completion of the last unit, around 61% of the students from the use of L1 groups preferred the use of English, while

only 40% of the students from the use of L2 groups opted for English. The proportion of the students from the use-of-L1 groups who preferred the use of English was statistically different from that of the students from the use-of L2 groups who felt the same way (a 2 x 2  $\chi^2$  test presented these relevant statistics:  $\chi^2_1 = 5.05$ ,  $df = 1$ ,  $p = .02$ ,  $N = 119$ ).

This finding might lead us to infer that the students who experienced the use of English in their reading classes may have realised that the use of English was not very useful to their reading. Thus, they wished they could have used Thai in their classes instead of English.

Interestingly, all of the students who said they preferred to use English in the classroom explained that this was likely to improve their overall English proficiency, particularly their speaking and listening skills (see Appendix 17, p.549 and 553). The use of English, in the opinion of the students from the use-of-Thai classes, also seemed to enhance their motivation; one student commented, ‘This course is an English course. If both teacher and students use Thai only, I think there’s no need for us to go to class anymore!’ None of these students, however, expressed a view that the use of English could contribute to improved reading comprehension.

On the other hand, the students who preferred the use of Thai in their classroom valued the use of their mother tongue on the grounds that, as well as increasing comprehension, they were able to discuss the text at greater depth with other members, as suggested in Chapter 3. In addition, it did not cause any miscommunications among the students and between the students and the teacher (see Appendix 17, p.549 and 553).

## **7.5 Summary**

The students in the first cycle of use provided useful comments about not only the strengths but also the weaknesses of the reading materials from Units One to Six. They valued the way the materials offered a variety of tasks and strategies, useful reading tasks, interesting text topics and collaborative work. All this was believed to

promote their strategy use and comprehension. On the other hand, they pointed to the linguistic difficulty of the texts. Text length, time constraints, insufficient help from the teacher, difficulties in expressing their ideas in English and unclear task purpose and task procedures were their primary causes for concern with the materials, and affected not only on the students' task performance and text understanding, but also their motivation. The use of Thai seemed likely to enhance the students' text comprehension due to the fact that they were able to express and discuss the text in depth. The use of the mother tongue helped prevent any confusion that might occur while discussing the text with group members as well as while listening to the teacher's text explanation.

## **CHAPTER 8**

### **Discussion and Proposed Modifications to Units One, Three and Six**

#### **8.1 Introduction**

In Chapter 7, I examined the overall suitability of the tasks and Units One to Six by providing a discussion of the strengths of the materials, in the students' view, coupled with the support from the teachers' comments and my classroom observation notes, in a number of aspects, such as the variety and usefulness of tasks and strategies, the level of interest in text topics and the association of collaborative work with their improved reading performance. I also drew attention to the unsuitability and inadequacy of the materials in the areas of the linguistic difficulties, students' inability to put their ideas into correct sentences, insufficient amount of help from the teacher, time limitation and the students' lack of understanding of the task purpose and task procedures.

The overall judgement of the suitability of the materials in the first trialling led to my decision to retain but adapt Units One, Three and Six for the second cycle of use and evaluation. The remaining three units, Two, Four and Five, were not chosen for the second implementation. This was because Units Two and Four seemed to meet the students' needs and interests in terms of the topic and tasks, and thus required little adaptation. As we saw in Chapter 7, the topics 'bird flu' in Unit Two and 'relationships' in Unit Four were of interest to the first-cycle students, according to the end-of-unit questionnaires (42% and 53%, respectively). My observation notes also indicate the students' enthusiasm for the text discussion and activity throughout. Below are extracts from interviews with two students, who expressed their positive opinions towards the topics:

**17 R:** Can you tell me anything you like about the materials?

**18 T:** What I like, umm, the texts we read in the materials were very appealing, like the texts about the bird flu and the movies. I actually have read about these topics already, so I have some background knowledge, which helped me understand them more easily. I could also learn extra information from them. Well, they were very interesting and motivated me to read a lot. Even outside the class, I was motivated to pick them up and read more at home. (see Appendix 28, p.2)

**11 R:** Can you tell me what you like and dislike about the materials?

**12 M:** What I like the most is *Bird Flu*, because I'm interested in news and discourse, and the organisation of articles in newspapers. So I've learnt how the author organises his ideas in a paragraph and how he moves on to new ideas in another. Moreover, this topic is also related to our personal experiences. We are not sure if the bird flu will really disappear... (see Appendix 28, p.18)

As the content of the two texts were interesting and familiar to the students, even though they complained about vocabulary difficulty (around 12% criticised both texts for being too linguistically difficult), the students seemed to cope with them without difficulties. The end-of-unit questionnaires also indicated the students' high degree of task interest, as they felt the tasks could respond to their needs in improving their reading proficiency (61% for Unit Two and 76% for Unit Four).

In Unit Five, the text *Cloning Isn't the Big Issue* seemed to be well beyond the students' level; they complained that they rarely understood it. Some 44% criticised the text for being too linguistically difficult, in terms of vocabulary and syntactic structures (see Appendix 16, p.529). This was also in accordance with my classroom observation notes which emphasised the students' great difficulties in making sense of *Cloning Isn't the Big Issue*. I therefore decided to drop this unit.

The rationale for the decision to modify Units One, Three and Six was that they tended to share problematic areas: linguistic difficulties, difficulties in expressing ideas in English and lack of clarity of task purpose and task procedures, which called for modifications. In this present chapter, I shall concentrate on these problematic

areas and my proposed modifications to Units One: *Movie Makers at Crossroads*, Three: *Buddhism Thai Style* and Six: *Get Out and Play!*.

## **8.2 Evaluations of tasks in process: Units One, Three and Six**

### **8.2.1 Strengths in learning objectives, collaborative work and selection of reading texts**

Overall, the students expressed satisfaction with the objectives of all the tasks throughout the three units. They felt the tasks met their needs in improving their reading performance. For instance, some 88% of the students indicated that Task 8.1: Fill In the Gap Activity in Unit One served their needs in developing their reading proficiency, enabling them to read, to apply strategies and to understand the text better and faster due to the fact that prior to being able to complete this task, they needed to understand all the main points in the text. They also emphasised the opportunities to practise not only reading but also thinking skills (see Appendix 15, p.402).

Moreover, the students in all groups valued and enjoyed the collaborative work in the tasks throughout. In Unit Three, between 70% and 85% felt that group work helped them achieve the outcomes of Task 3: Understanding Markers, Task 5: Reading Activity, Task 8: Understanding the Writer's Intention and Task 9: Inferring the Writer's Implicit Ideas (see Appendix 15, p.429, 433, 438 and 442). They mentioned the opportunities to exchange ideas with other group members; they believed talking with others enabled them to learn what they had never known, as each individual seemed to be good at different skills and knowledge, as discussed in section 7.2.4.

The majority of students in all groups said they found the tasks enjoyable throughout; in Unit One, some 38%, 61% and 42% enjoyed Task 1: Predicting What the Text will be about from the Title and Lead-in, Task 8.1: Fill In the Gap Activity and Task 9.1: Identifying the Topic Sentence and Topic, respectively, to a high degree (see Appendix 15, p.397, 403 and 408). Task 8.1: Fill In the Gap Activity was the most popular. According to my observation notes, the students in all groups seemed to eagerly engage in their group work by willingly scaffolding each other through the

task outcomes. They seemed to have emotional involvement with this type of task to quite a great extent, despite its difficulty.

Additionally, the choice of text for these three units seemed appropriate to the students' age, background knowledge and personal interests. In Task 3: Outlining in Unit Six, when asked whether the child obesity subject matter was appropriate to their background knowledge, 99% of the students agreed. There were similarly high percentages when the students were asked the same question about Task 4: Critical Reading, Task 8: Scanning for Specific Information and Task 11: Intensive Reading in the same unit (see Appendix 15, p.473, 477, 480 and 483). They viewed the topic as enjoyable and highly relevant to their experiences, enabling them to visualise the text with ease. Table 8.1 shows percentages of students who had high satisfaction with task objectives, collaborative work, task enjoyment and task content.

Table 8.1 Students' perceptions of task objectives, group work, task enjoyment and task content in Units One to Six

Scales 4-6	Unit One			Unit Three				Unit Six			
	Task 1	Task 8.1	Task 9.1	Task 3	Task 5	Task 8	Task 9	Task 3	Task 4	Task 8	Task 11
Task objectives	55%	88%	66%	78%	86%	67%	71%	83%	75%	62%	62%
Group work	70%	84%	66%	75%	70%	65%	68%	82%	80%	52%	52%
Task enjoyment	38%	55%	42%	38%	61%	41%	42%	59%	63%	24%	24%
Task content (Background knowledge)	99%	95%	95%	95%	91%	92%	95%	99%	100%	86%	86%

### **8.2.2 Problematic areas of tasks in process**

Nonetheless, as seen in Chapter 7, there were four major areas which suggested a need for action in the second cycle: the amount of help for the tasks, difficulties in expressing ideas in English, lack of clarity of task purpose and task procedures and time spent on each task. All this was interconnected and had an impact on the students' task performance and motivation.



### 8.2.2.1 Amount of help

The comments on the amount of help I will report on here seemed to suggest not only the inappropriate level of task difficulty but also the lack of clarity of task purpose and difficulties in self-expression in English. In Unit One, around 17% of the students commented that they would have liked more help from the teacher while working on Task 1: Predicting What the Text will be about from the Title and Lead-in (see Appendix 15, p.399 to 400). I had observed that most students seemed to encounter difficulties with the meaning of ‘crossroads’ and spent time focusing on and discussing its meaning with their classmates. None of them realised that ‘to be at crossroads’ was an idiom. Table 8.2 shows percentages of students who would like to have more help from the teacher.

Table 8.2 Students’ perceptions of the amount of help, time and task difficulty

	Unit One			Unit Three				Unit Six			
	Task 1	Task 8.1	Task 9.1	Task 3	Task 5	Task 8	Task 9	Task 3	Task 4	Task 8	Task 11
More help from the teacher	17%	12%	23%	8%	5%	9%	13%	3%	5%	10%	6%
More time spent on the task	8%	19%	20%	10%	3%	12%	16%	6%	4%	19%	9%
Task difficulty (i.e. language difficulty and self-expression in English)	4%	16%	9%	31%	24%	23%	14%	3%	1%	10%	9%

The teachers also reported in their questionnaires that the students had difficulties understanding some words shown in the lead-in, including ‘slammed’ and ‘scored’ (see Appendix 34, p.2). Given this, the vocabulary used in this task might have been slightly beyond the students’ proficiency level and this might be the reason why they needed extra help from the teacher.

The amount of help from the teacher was also considered an issue in Task 9.1: Identifying the Topic Sentence and Topic in Unit One. Around 23% of the students said that they needed more help (see Appendix 15, p.409 to 410). I had observed apparent confusion over how to change the topic sentence to the topic. As discussed

earlier in Chapter 7, the materials did not contain a clear and sufficient explanation about how to locate the topic sentence, including what, why and how to think of the topic. This was why the task, including the benefit of grasping the main topic, was undervalued. One student commented, ‘I don’t understand why we have to think of the topic. My grammatical knowledge is poor, so it’s difficult for me to think of the correct topic’. Clearly, this student would have needed more assistance from the teacher to guide him as to why and how to form the topic. A sample extract from an interview with Student T also reflects his need for extra explanation of the meaning of difficult vocabulary from the teacher:

**15 R:** I’d like you to talk about any problems you encountered while working on these three units [One, Two and Five].

**16 T:** Umm, I’d actually like the teacher to explain the texts in more detail because some vocabulary is technical and I don’t have a strong vocabulary background. I want to fully understand the text. I want to learn more vocabulary from the teacher, who is experienced, not just from classmates, to have a greater understanding. (see Appendix 28, p.2)

Despite the students’ report of the insufficient amount of help from the teacher, it is noted that their extra needs for the teacher’s help had gradually dropped in subsequent units, particularly in Unit Six in which between 3% and 10% felt they would have liked more help in the focal tasks (see Appendix 15, p.474, 477, 480, 484 and 488). This might reflect either the students’ gradual progress in reading or their self-adjustment to the teaching and learning in their specific classroom context.

#### **8.2.2.2 Difficulties in expressing ideas in English**

This clear need for extra help from the teacher was to some extent related to the students’ inability to express themselves in correct English in the tasks throughout. Specifically, when asked to write one thing they did not like about Task 9.1: Identifying the Topic Sentence and Topic in Unit One, 16% said that they did not know how to write the main topic; they did not know how to put their ideas in correct English, nor did they know what the main topic was (see Appendix 15, p.411). It

seems they had quite a poor knowledge of grammar and that the task lacked clarity in terms of explanation and objectives.

Teacher C confirmed her students' difficulties in self-expression in correct English, particularly in Task 8.1: Fill In the Gap Activity in Unit One, writing, 'Because of their quite poor grammar, they seemed to have a hard time trying to put appropriate words and the part of speech of the words down, even though they might get a good idea of what should be the answers' (see Appendix 34, p.6). Below is an extract from an interview with Student T, referring to his difficulties with Task 8.1:

**11 R:** Were there any tasks which you disliked?

**12 T:** <T flips through the materials> I think it's this task, err, Task 8.1 [Fill in the Gap Activity] in Unit One, because, as I said, my vocabulary knowledge was poor. But this task asked us to rely on vocabulary knowledge, so I found it difficult to think of words to fill in the blanks.

**13 R:** Did you still find the task difficult after the teacher's feedback?

**14 T:** Umm, yes, I still did not clearly understand everything, perhaps because my vocabulary background was not good. I felt I did not learn much from this task. And also the teacher just asked us to work on it and then gave us very quick feedback. I needed more time to study the whole task. (see Appendix 28, p.1).

### **8.2.2.3 Lack of clarity of task purpose and task procedures**

As discussed in section 8.2.1.1, the difficulties of Task 9.1: Identifying the Topic Sentence and Topic were caused not only by linguistic difficulties but also by the lack of clarity of task purpose and task procedures. As the task did not provide sufficient and clear purpose for grasping the main topic and explanation of how to do so, some 13% reported not clearly understanding what the main topic was and why it was important (see Appendix 15, p.411). Unsurprisingly, they became confused and were not able to self-regulate themselves through the task outcomes.

Similar difficulty was also experienced in Task 9: Inferring the Writer's Implicit Ideas in Unit Three. Apart from the language difficulty and inability to put their ideas in correct English, it appeared to me that the students were not certain about what inferences were. Their answers sounded more like a restatement of what the author

said in the excerpts. According to Teacher B, his students were quite unclear about inferences and tended to select some phrases as answers. He thought this was their major difficulty in coping with inferring tasks in all three units. An extract from an interview with Student C, using Units One, Three and Six, reveals her uncertainty of 'how' to infer:

**21 R:** What do you feel about level of difficulty of the materials and tasks?

**22 C:** I think inferring the writer's implicit ideas strategies are difficult. I'm not sure if my inference is correct. Sometimes I thought that the author felt this way, but it turned out to be a different thing. It's difficult to understand the hidden messages of the author. (see Appendix 28, p.7)

#### **8.2.2.4 Time constraints**

The students' complaints made in relation to time limitation were apparent in Units One and Three, but not in Unit Six. This could probably be that over time they became more familiar with the tasks and were able to adjust themselves to the teaching and learning in their classroom context, as mentioned in section 8.2.2.1. In Unit One, however, some 19% of the students emphasised that they were not given enough time to complete Task 8.1: Fill In the Gap Activity (see Appendix 15, p.406). This figure is roughly double the percentage that thought that the time was not enough in Task 1 (see Table 8.2). Arguably, this increase might stem from the fact that Task 8.1 was more difficult than Task 1, according to the students' perceptions. Around 16% of the students disliked Task 8.1, as they had great difficulties in thinking of words in English to fill in the blanks. They commented that the vocabulary related to movie businesses was difficult (see Appendix 15, p.406). This might be the reason the students needed to have more time to work on the task.

The tasks-in-process questionnaires identified a similar percentage of students, 20%, who criticised the time limitation for Task 9.1: Identifying the Topic Sentence and Topic in Unit One. Again, the main reasons for their complaints were that they did not know how to put their ideas down in the main topic and that the task did not have a succinct explanation concerning the main topic. In line with the students' views, the teacher's questionnaires confirmed that the suggested time for each task was too

short; most teachers spent longer on each task. Roughly, they spent four 90-minute lessons in total, against three 90-minute lessons as intended (see Appendix 34 for the teachers' comments and Appendix 32 for the summary of classroom observation notes). Likewise, in Unit Three around 16% agreed that the time spent on Task 9: Inferring the Writer's Implicit Ideas was insufficient and again this was closely related to the level of task difficulty and their inability to express their ideas in English (see Appendix 15, p.442).

### **8.3 Evaluations of the unit as a whole: Units One, Three and Six**

This section discusses the major findings in relation to the text, the tasks and the unit's appearance, which require modifications, on the grounds of the responses to the end-of-unit questionnaires. Overall, responses in these questionnaires were in accord with those in the tasks-in-process ones, particularly in terms of the students' criticisms of lack of clarity of task purpose and task procedures and difficulties in self-expression in English. Thus, in the following sections, I will focus on the students' comments on text difficulty, usefulness of tasks and strategies and unit's appearance.

#### **8.3.1 Text difficulty**

Even though the majority of students in all groups had high satisfaction with the text enjoyment (52%, 48% and 66% found the texts *Movie Makers at Crossroads*, *Buddhism Thai Style* and *Get Out and Play!* enjoyable, because the topics were closely related to their background knowledge and interest), some found the text linguistic difficulty and length problematic.

Approximately 15% criticised *Movie Makers at Crossroads* for being too linguistically difficult (see Appendix 16, p.492). These students agreed that the vocabulary used in the text was too difficult and that the text contained complicated sentence structures, which prevented them from fully understanding it. The inappropriate level of language difficulty seemed to affect the students' motivation in that it discouraged them from persevering with their reading. As one student said, 'I

felt discouraged to read the text and bored because it's too difficult' (see Appendix 16, p.492). An extract from an interview with Student K, using Units One, Three and Six, reveals his negative attitudes towards text difficulty:

**13 R:** Can you tell me some difficulties you had while working on these materials?

**14 K:** Well, I think some parts were difficult, err, very difficult, and sometimes they discouraged me from working on them. Many of my friends felt discouraged when encountering difficult tasks, and some chose not to read because it was too difficult. (see Appendix 28, p.3)

Similar to the students' criticism of *Movie Makers at Crossroads*, a number of students found *Buddhism Thai Style* linguistically too difficult. Some 32% of the students criticised its difficult vocabulary and complicated syntactic patterns (see Appendix 16, p.512). Over half the students who took that view considered vocabulary difficulty (such as 'et vir et deus', 'kamma', 'vows', 'Eightfold path' and 'dependent origination') as the obstacle to their text comprehension. I felt that their background knowledge was helpful to a certain degree; however, at some point they were not able to make use of it and had difficulties in understanding the meaning of words and sentences in the text. This might be a sign that the text difficulty was beyond the students' level. However, fewer students expressed their dissatisfaction with linguistic difficulty of *Get Out and Play!* in Unit Six (12%), as compared to Units One and Three. Their lower perception of text difficulty in Unit Six might be interrelated to their great satisfaction of the text topic (see section 8.3.1)

As a result of difficult linguistic elements of the text, some students felt discouraged and bored, though they were working collaboratively with other students. Sample responses emerged from the students' learning journals concerning text difficulty:

I didn't know quite a lot of vocabulary. I think the vocabulary was too difficult and this made the text less interesting.

The text was about the facts of Buddhism in Thailand, which made me feel like reading. There were a number of unknown words. I think Task 3: Understanding Markers was difficult because I did not understand the text as

a whole. Answering the follow-up questions is not difficult if you can comprehend the text.

Criticisms of the text length were also found throughout. For instance, in Unit Six, around 20% of the students agreed that *Get Out and Play!* was too long. There was, however, a drop in the number of students who criticised the text length in comparison with the number of students who felt the same way in Units One and Three, in spite of the fact that *Get Out and Play!* was the longest (the texts in Unit One contained 1,535 words, Unit Three 1,473 words and Unit Six 1,652 words, as mentioned in Chapter 6). It could be that they had become used to coping with texts of this length. Alternatively, the text might be so enjoyable that the students became motivated to read it and were not affected by its length (only 4% did not find *Get Out and Play!* enjoyable).

### 8.3.2 Lack of clarity of task and strategy purposes

The end-of-unit evaluations revealed the students' lack of understanding of the usefulness of a pre-reading task, and this might decrease their motivation in contributing in this type of task. To be precise, around 14% of the students criticised Task 1: Relating Background Knowledge to the Text Topic, in Unit Three, since they did not believe that talking about the text topic could enhance their text understanding (see Appendix 16, p.516). One student felt that they wasted time, since what they had discussed might not appear in the text. My observation notes confirm that the students in Groups 2 and 3 did not pay much attention to this pre-reading activity; only a few students prepared the interview homework, as instructed by Teacher B, and they contributed little to any exchange of views on the topics related to Buddhism. Student P, using Units One, Three and Six, expressed his views on the inessential nature of pre-reading tasks, as shown in an extract from an interview below:

**9 R:** Are there any strategies you find unnecessary in the materials?

**10 P:** Overall, I think everything is important, but perhaps 'relating background knowledge to the text topic' strategies may not be necessary. This is because sometimes the background knowledge we have may be different from that of the text we are about to read.

Supposing we are talking about an animal, we may have background knowledge that is totally different from the text. Or sometimes, if our background knowledge is accidentally similar to the text, it does not necessarily mean that we will fully understand it. (see Appendix 28, p.4)

#### **8.3.4 Unit's appearance**

As discussed in section 7.3.6, the last major finding which points to a need for materials modification was the physical appearance of the unit. When asked whether the unit had an attractive appearance, some 50%, 25% and 13% of the students disliked the physical production of Units One, Three and Six, respectively (see Appendix 16, p.492, 512 and 538). They suggested that it should have contained more good-quality colour illustrations and less dense print. Illustrations relevant to the text topic can facilitate students' text prediction, or activate their background knowledge. One student mentioned that adding more illustrations related to the text could help with predicting the text content, but that black and white illustrations were not appealing.

#### **8.4 Discussion and unit modifications**

As seen, the overall findings from the first round materials evaluation, based on the students' questionnaires, the teacher's questionnaires, classroom observations, interviews and learning journals point to three major difficulties: (1) text difficulty in terms of vocabulary and syntactic patterns; (2) learners' difficulties in expressing their ideas in English; and (3) lack of clarity of task purpose and task procedures. Given these problems, I decided to make two different types of materials modification, text simplification (TS) and procedural modification (PM), to Units One, Three and Six in an attempt to enhance learners' performance on both the text and tasks and to reduce the level of difficulty in the second cycle. The details of these two types of materials modification are discussed in the following sections.



### 8.4.1 Text simplification version

#### 8.4.1.1 Text simplification

As discussed earlier in section 6.1.2, text simplification focuses on processes of adaptation of not only lexis and syntax, but also cohesive sequence, as a way of making input accessible to learners in the L2 pedagogical context (Widdowson, 1979). Widdowson (1996, 2003) underlines the notion of ‘appropriacy’ rather than ‘authenticity’, arguing that it is more important that the language employed in EFL courses should be appropriate to learners’ proficiency level, or suit their comprehension ability, than that teachers should constantly look for authentic materials.

After analysing the first-cycle students’ comments on linguistic difficulty of the texts and consulting literature on text simplification, I decided to make use of all types of simplification discussed in section 6.1.2, to enable second-cycle students to cope better. First, in response to the students’ views on text difficulty (see section 8.3.1), lexical and syntactic simplification was the major focus in the three units. I shall exemplify the means of linguistic simplification I made to *Movie Makers at Crossroads* in this section.

Given the evidence from the questionnaires, interviews and my classroom observation notes, I replaced vocabulary and expressions the students found problematic with more familiar words or phrases, such as ‘score’ with ‘succeed’; ‘slammed’ with ‘criticized’; ‘shift’ with ‘change’; ‘rescue’ with ‘improve’; ‘the sharpest’ with ‘the worst’ and ‘hot on the heels of’ with ‘after’. The original version of the lead-in, in comparison with the revised version, is shown below:

*Director Zhang Yimou scores at the box office,  
but gets slammed by critics*

*Director Zhang Yimou succeeds at the box office,  
but is criticized by critics*

In addition, I deleted some unnecessary details and modifiers to reduce not only the students' working memory load, but also the complexity of the language. For example, I removed the italicised parts, prepositional phrases and a noun phrase in the following extracts:

The movie broke box office records *for a domestic production*.  
Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, *in accordance with China's national situation*, has taken off...  
The agreement said that if cinema chains wanted to set up a branch premiere, *the precondition would be that* they must pay an authorization fee of ...

In terms of syntactic patterns, I decided to separate complex sentences into independent sentences to produce more accessible text. For instance, the following long and complicated sentence, which the students seemed to struggle to understand, '“We all see that domestic movies are not profitable”, said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions' was divided into two sentences, as shown below:

'We all see that domestic movies are not profitable', said Zhang Weiping, producer of *House of Flying Daggers*. Weiping was trying to improve the Chinese movie industry and at the same time seeking to make money from his productions.

In that example, one can see that not only was the complicated sentence split into two sentences, but also the name Weiping was repeated to emphasise who carried out the action of the verb phrases 'trying to improve' and 'seeking to make money', and the phrase 'at the same time' was added to emphasise the simultaneity of these two actions. This sort of elaboration was also adopted in other instances. For example, I modified this sentence in paragraph 21, 'Today, the domestic movie market is maturing, and dictates that all kinds of commercial operation in the industry must respect the rules of the free market', to:

Today, the domestic movie market is getting bigger and more competitive. Movie makers must be aware that now there are many choices of movies available in the market.

Since the clause ‘that all kinds of commercial operation in the industry must respect the rules of the free market’ was unclear to the first-cycle students, I decided to rephrase it by emphasising that now movie industry is competitive due to the fact that there are many movies in the market to choose. I added the word ‘competitive’ in this context to hint that only good-quality movies can succeed in the market.

Another means of text simplification I adopted in all the three units was abridging, since the students did not seem ready to read a text of this length and too many unnecessary details tended to prevent them from grasping the main idea of the text. In doing so, I removed some sections of *Movie Makers at Crossroads*, paragraphs 8 to 10, for example, as they were not directly related to the main idea of the text, but only provided the biographical details of a movie investor. This removal was expected to enable students to identify the text’s main points more easily, without being distracted by minor details.

Since the students ascribed their lack of overall text comprehension in Unit Three: *Buddhism Thai Style* to the use of technical vocabulary, I adopted content simplification by providing a brief explanation of some unfamiliar terms such as ‘St. Thomas Aquinas’ (a religion philosopher born in 1225), ‘dependent origination’ (Paticca Samuppada, the Buddha’s teachings regarding a discourse, which consists of 12 links, on the process of birth and death), and ‘austerities’ (forms of painful and suffering practices performed by holy men, such as fasting for a long time or not sleeping). The explanation of these technical words was placed in left-hand box next to the text, so that second-cycle students could seek immediate help when they came across them (see Figure 8.2 for an example of materials layout).

Finally, to maintain the original meaning of part of the text, I decided to gloss some unfamiliar words the first-cycle students found difficult to understand, despite the availability of context clues. For example, in Unit Six: *Get Out and Play!*, I provided an explanation of these following words: ‘a game of tag’, ‘abduction’ and ‘slipstream’ and placed the glossary at the bottom of the text, to encourage learners to guess the meaning of an unknown word from context, either independently or

collaboratively, prior to making use of glosses when they fail to guess successfully (Nation, 1990). Appendix 14 shows the full list of simplified parts of *Movie Makers at Crossroads*, *Buddhism Thai Style* and *Get Out and Play!*, compared with the original version.

#### 8.4.1.2 Task response format

The second major type of modification made to the TS was to the task response format. Since the students encountered difficulties in expressing their ideas in correct English, particularly as complete sentences, I decided to provide parts of the answers to open-ended tasks. Second-cycle students would not be required to write the answers in full; the provided parts of answers were at the same time expected to function as clues to the solution. For instance, in the revised version of Task 3: Skimming, I gave parts of the answers to enable students to accomplish this open-ended task as follows. Figure 8.1 illustrates an example of Task 3: Skimming in Unit One (see Appendix 3: Second-cycle materials).

Task 3: Search for clarification of the author's saying "movie makers are at a crossroads".

Skim through paragraphs 1 to 6 within **ONE** minute by reading only the first sentence.

When you finish, answer the following questions and then exchange your answers with your partner.

1. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?

Answer: They were 'producing the creative art movie' and \_\_\_\_\_.

Figure 8.1: Task Three: Skimming in Unit One

#### 8.4.1.3 Provision of clear task importance and purposes and reading purpose

In response to the students' report of their confusion over the task purposes and procedures, as discussed in section 8.2.2.3, I decided to add an explanation of why it is important for students to work on the task. For instance, the revised version of

Task 9.1: Identifying the Topic Sentence and Topic highlighted the importance of the main topic identification and integrated an explanation of the main topic into the original version of the task to give students more support. Additionally, an explanation with an emphasis on the importance and purpose of a pre-reading task was given in the students' materials throughout. Figure 8.2 shows an example of an explanation of Task 1 in Unit One.

<p><b>Strategy</b></p> <p>Before getting straight to the text, it is useful to take a glance at the title and lead-in. They can briefly tell you the main idea of what you are about to read.</p>	<p><i>Predicting What the Text will be about from the Title and Lead-in</i></p> <p><b>Task 1:</b> Discuss with your partner what the text would be about from the title and lead-in. Ask yourself and your partner the sample questions during your discussion. Then, share your group's ideas with the whole class.</p> <div data-bbox="518 857 1342 1039" style="border: 1px solid black; padding: 10px; text-align: center;"><p><b><i>Movie Makers at Crossroads</i></b></p><p><i>Director Zhang Yimou succeeds in the box office, but is criticized by critics</i></p></div>
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Figure 8.2: TS version of Task One in Unit One

As my observation notes referred to the students' reading in a word-by-word manner and their inability to resort to some higher-level processing strategies, I added a clear purpose for reading: read and discuss the main points and major supporting details with other group members. In relation to reading procedures, second-cycle students would be asked to read different parts of the text in groups after the whole class had finished reading the introduction. Then they would be asked to discuss their assigned parts in groups of four and report what they had read to the whole class. When the class had a complete picture of the text, they would move to post-reading tasks.

## 8.4.2 Procedural modification version

### 8.4.2.1 The use of L1 in the materials

While the TS places a particular emphasis on text simplification, the PM encourages Thai as a means of building up students' understanding of the text and tasks and of

lessening their difficulties in answering the questions in open-ended tasks. In Chapter 7, my analysis of the use-of-L1-or-L2 questionnaires showed a statistical difference in perceived text comprehension between the students from the use-of-Thai groups and the use-of-English groups. The former felt the use of Thai in text discussion contributed to better comprehension than their use-of-English counterparts felt English did in the same activity. This suggested that the students' use of Thai was seen as a means of internalisation, facilitating text understanding, as reviewed in Chapter 3.

Additionally, as discussed in Chapter 7, there were serious difficulties in students' self-expression in English, particularly in open-ended tasks, because of their poor knowledge of grammar. This exacerbated the level of task difficulty, as the students felt that writing the answers in the form of complete English sentences made the task itself more difficult. Given these indications, I decided to use Thai in the PM materials in the strategy explanation, instructions and directions, and glossary throughout. Second-cycle students would also be allowed to use Thai to answer questions in all the tasks throughout and then the teacher would be guided to scaffold them as to how to write their answers in simple English sentences later. All this was intended to enhance learners' understanding of the tasks procedures, to maximise their chances of internalising the text meaning, to promote affective motivation and to encourage more classroom interactions between the teacher and students. Figure 8.3 illustrates an example of a procedurally modified version of Task 1 in Unit One:

<p><b>Strategy</b></p> <p>ก่อนเริ่มอ่านเนื้อ เรื่องควรอ่านชื่อ เรื่องและส่วนก่อน บทนำ เพราะทั้งสอง ส่วนนี้สามารถ บอกใจความหลัก ของเนื้อเรื่อง ที่กำลังจะอ่าน</p>	<p><i>Predicting What the Text will be about from the Title and Lead-in</i></p> <p><b>Task 1:</b> จับคู่กับเพื่อน จากนั้นช่วยกันอภิปรายชื่อเรื่องและข้อความในกรอบ ว่าเนื้อเรื่องที่กำลังจะอ่านน่าจะเกี่ยวกับอะไร ใช้คำถามด้านล่างในการอภิปรายเพื่อช่วยหาคำตอบ การแลกเปลี่ยนความคิดเห็นกัน จะทำให้ได้มุมมองที่หลากหลาย เมื่อเสร็จแล้ว แสดงความคิดเห็นกับเพื่อนในชั้นเรียน</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b><i>Movie Makers at Crossroads</i></b></p> <p><i>Director Zhang Yimou scores at the box office, but gets slammed by critics</i></p> </div>
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Figure 8.3: PM version of Task One in Unit One

#### 8.4.2.2 Task procedures and reading purpose

In the PM materials, an explanation of task importance and purposes would be provided in Thai and new reading procedures would be implemented to increase learners' involvement and interactions. PM students would be instructed to read different sections of the text in small groups. Thai would be used as a means of group discussion and in the teacher's explanation. After reading their assigned parts, the students would be put into a new group consisting of members who read different sections of the text, in which they would take turns talking and explaining their text section to the others. Students would be guided to read for the main points or important information and then retell what they had read to their new group members. These new procedures, a jigsaw activity, were intended to help students see the whole picture of the text and have opportunities to interact with the text through discussion in Thai. The teacher would be instructed to walk around to give help to students, and then to conduct whole class discussion of the text.

### **8.4.3 Other changes in both TS and PM materials**

Apart from the distinct types of modification made to the TS and PM, three major revisions were made in common: removal of tasks and task items, addition of guidelines for teachers' scaffolding, and improvement of the materials' physical production. First, as the time spent on more difficult tasks in the three units seemed insufficient, I decided to remove some tasks and move some to a self-study section. For instance, in Unit One I removed Task 5.1: The Movie Director's Profile Diagram Completion from the unit and to move Task 7: Marketing Diagram Completion to a self-study section, in light of students' comments (see Appendix 16, p.494).

Secondly, due to the first-cycle students' complaints about insufficient help from the teacher, affecting their motivation and task performance, I was concerned about the importance of the teacher's scaffolding and decided to provide more detailed guidelines of how to scaffold students to apply strategies and to deal with the text in the Teacher's Manual. As seen in Chapters 2 and 7, teacher's scaffolding is very critical to learners' strategy development and motivation; therefore, I instructed the teacher to model and verbalise ways of applying strategies in a contextualised reading before asking students to work in small groups. Additionally, I guided the teacher to complete the first few items for the whole class as an example, as this was expected to build up their self-confidence as well as to enable them to work on the task independently. The final scaffolding step guided in the Teacher's Manual was providing feedback not only on students' responses but also on their strategy use. The revised Teacher's Manual also guided the teacher to put an emphasis on the why and how to employ higher-processing strategies, such as making use of the keywords and background knowledge, to enable learners to develop more appropriate reading behaviour.

Lastly, as half the students had commented that the unit's appearance was not attractive, both revised versions were printed in colour with good-quality colour illustrations. The font and the print left more space in and between paragraphs. In terms of layout, each section was also clearly separated from the others and the extra



‘strategy explanation’ and ‘tips’ were put in a frame on the left-hand side, to raise students’ awareness of how to carry out the tasks. Appendix 23 summarises the details of the two types of materials modification made to Unit One: *Movie Makers at Crossroads*, Unit Two: *Buddhism Thai Style* and Unit Three: *Get Out and Play!*.

## **8.5 Summary**

In summation, analysis of users’ comments led me to revise three units of the course for the second cycle of use. These revisions were of two broad types. In the TS materials, I adopted text simplification through means of linguistic and content simplification, elaboration, abridging and glossing to produce more accessible text, thus facilitating students’ text comprehension. In addition to the text simplification, I provided parts of the answers to the open-ended tasks and emphasised the use of English in this version of the materials.

In the PM materials, on the other hand, I focused on the use of Thai in strategy explanation, instructions, directions and glossary throughout the whole series of units. I also recommended Thai for the text discussion tasks in all the units as a means of internalisation of text meaning. Finally, in light of the students’ difficulties in answering the questions in correct English, I encouraged students to use their native language.

In addition to these two distinct types of materials modification, students and teachers’ comments and my observation notes led me to revise both TS and PM materials in terms of the number of tasks and task items, an emphasis on task importance and task purposes, the teacher’s way of scaffolding and the physical appearance of the materials. These changes were designed to offer students in the second cycle more time to practise applying strategies in the tasks in their collaborative work, to enable them to work on the tasks with a clearer purpose, to give them more tips to accomplish the tasks, to equip the teacher with more guidelines of how to scaffold learners and, in the case of the physical appearance, to motivate and provide them with more clues to the text meaning through the addition of colour illustrations related to the text topic.

## CHAPTER 9

### **Materials Re-Implementation and Re-Evaluation: The Second Cycle**

In this present chapter, I shall focus on the description of the participants, the evaluative tools: questionnaires, learning journals, classroom observations, interviews and pre- and post-tests. The procedures and analysis of the data from the second cycle of evaluation which I conducted between June and July 2006, the following academic year after the first cycle, over a period of six weeks' instruction, will be also provided.

#### **9.1 Participants**

##### **9.1.1 Students**

As in the first cycle, the participants in the second cycle included not only students but also teachers whose role was to scaffold students to apply strategies and read more effectively. There were four different groups of 100 students in total and two teachers who were willing to implement the materials with two of their classes. The students, aged 19-20, who enrolled for the *Reading for Information* course, were allocated into groups according to their timetable and to their subject area. For instance, the students who majored in Statistics were grouped together in the morning sessions for their convenience. This allocation was organised by the Department of English. In other words, the groups in the second cycle of my study were 'intact classes'.

The students in Group 1 consisted of 24 students majoring in Political Sciences and Commerce and Accountancy. The pre-test consisting of two reading texts and 20 items from a published IELTS test (see Appendix 20) was administered to all the

classes on the first lesson. The students in this group had the highest mean scores of 11.83 on the pre-test, with a standard deviation of 2.69. In Group 2, there were 28 students majoring in Political Sciences and Statistics. The pre-test mean of this class was 8.79, with a standard deviation of 1.87. This group had the lowest mean of all the groups.

The students in Group 3 majored in Political Sciences and Commerce and Accountancy. The total number of students in this group was 25. The students' pre-test mean was 11.65, with a standard deviation of 2.84. The final group participating in the second cycle consisted of 24 students majoring in Statistics only. Their pre-test mean was 10.50, with a standard deviation of 2.39.

In fact, at the beginning of the course, the total number of students in all groups was 107 students (26, 30, 28 and 24 in Groups 1, 2, 3 and 4, respectively), but a total of seven students dropped out in the middle of the course. As a result of this, I decided to exclude their pre-test scores. Table 9.1 presents the students' pre-test mean.

Table 9.1: Students' mean scores in the pre-test

Pre-Test Scores	Report		
	Mean	N	Std. Deviation
Group 1 (PM)	11.83	24	2.697
Group 2 (PM)	8.79	28	1.873
Group 3 (TS)	11.65	25	2.842
Group 4 (TS)	10.50	24	2.396
Total	10.64	100	2.732

An independent-samples t-test showed no significant differences in mean scores for the TS students ( $M = 9.71$ ,  $SD = 3.07$ ) and the PM students ( $M = 10.19$ ,  $SD = 2.74$ ;  $t_{(99)} = .83$ ,  $p = .41$ , *two-tailed test*,  $d = .48$ ). This means students from these two

groups, at the start of the course, were more or less at the same level of reading proficiency. The students' mean reading scores in all the four groups were approximately equivalent to IELTS band scale of 5 in the Reading Module, which denoted that the students in the second cycle were modest users of English (see URL: [www.testpreppractice.net/IELTS](http://www.testpreppractice.net/IELTS).) Descriptive statistics are provided in Table 11.7.

### **9.1.2 Teachers**

The teachers participating in the second cycle differed to some extent in terms of teaching experience and age. Teacher A was in her mid-twenties and had recently obtained her MA in Applied Linguistics with 18-months teaching experience, whereas Teacher B, aged around 40, had over six years teaching experience and PhD. Teacher A used the PM materials with Group 1 and the TS materials with Group 3, while Teacher B, who was responsible for Groups 2 and 4, used the PM and the TS materials with each of her classes, respectively. Table 9.2 summarises details of the teachers, groups of students and versions of materials used with each group.

Table 9.2: Teachers in the second cycle

Teacher A/Group 1 (PM)	Teacher B/Group 2 (PM)
Teacher A/Group 3 (TS)	Teacher B/Group 4 (TS)

## **9.2 Materials re-evaluation**

### **9.2.1 Qualitative methods**

#### **9.2.1.1 Questionnaires**

The same sets of questionnaires translated in Thai, tasks-in-process and end-of-unit questionnaires, were given to all four groups of students. Due to the time limitation

and the redundancy of some items in the original questionnaires, these two sets of questionnaires were revised to make them clearer and more concise.

Specifically, the revised tasks-in-process questionnaires were comprised of eight items which focused on learners' perceived task objective satisfaction, task enjoyment, task language difficulty, other task difficulties, the teacher's help, time spent on the tasks and students' likes and dislikes of the task. The items on the appropriacy of task content and on the value of group work for students' comprehension were removed, given the overwhelmingly positive attitudes of the first-cycle students on these points. The 7-point rating scales, categorical level of measurement and open-ended type of responses remained the same (see Appendix 10). Table 9.3 presents all the focal tasks of the second-cycle evaluation.

Table 9.3: The focal tasks of the second-cycle evaluation

Units	Tasks
One <i>Movie Makers at Crossroads</i>	Task 1: Predicting What the Text will be about from the Title and Lead-in Task 5: Identifying the Topic Sentence and Topic Task 6: Intensive Reading Task 8: Inferring the Writer's Implicit Ideas
Two <i>Buddhism Thai Style</i>	Task 2: Guessing Meaning of Unknown Words from Context Task 3: Understanding Markers Task 7: Understanding the Writer's Intention Task 8: Inferring the Writer's Implicit Ideas
Three <i>Get Out and Play!</i>	Task 3: Outlining Task 4: Critical Reading Task 8: Scanning for Specific Information Task 10: Intensive Reading Task 12: Inferring the Writer's Implicit Ideas

The same set of teacher's tasks-in-process questionnaires were given to the two teachers for their personal comments on task objectives, task enjoyment, task procedures, task adaptation, learners' task difficulties, time spent on the task and task's strengths and weaknesses.

The end-of-unit questionnaires used in the second cycle consisted of ten items: five were 7-point rating scales (0 = not at all, 6 = very much); two were dichotomous

items; another two were open-ended questions; and one was a three-level categorical item (see Appendix 11). All of the items except the open-ended ones contained a sub-item to elicit the students' extra comments and reasons in a short writing format. Similar to the revised tasks-in-process questionnaires, the end-of-unit questionnaires were adapted to reduce redundancy among items to save the students' time in completing them.

I took these measures to improve the effectiveness of the questionnaires. First, I removed the items related to the task sequence and the usefulness of group work, since the students in the first cycle provided overwhelmingly positive reactions towards them. I also removed the items concerning the usefulness of strategies, since some students commented that they seemed to overlap with those of the usefulness of tasks. Thirdly, I added a question asking the students to judge to what extent they thought they had understood the text at the end of the unit and what made them feel that way. This new item was intended to assess students' self-reports of text understanding and the elements which contributed or impeded their understanding.

#### **9.2.1.2 Classroom observations**

I conducted classroom observations with three classes of students in Groups 1, 2 and 4 for the period of six weeks. The overlap of the time slot of Group 3's class with that of Group 4 meant it was not possible for me to carry out the classroom observations with Group 3. However, informal discussions with Teacher A and interviews with her students allowed me to compensate for this limitation to some extent.

As in the first cycle, my role in the classrooms was a participant observer, introduced to the students as a teacher who was helping the Department of English with a reading research project. They were assured that the observations were not related to their grade and their participation would be anonymous. The specific purpose of the classroom observations was undisclosed, to prevent any students' subjective

reactions and responses for and against the fact that I developed the materials for my PhD thesis.

Hand-written notes were again the only means used to record the data during my classroom observations. I focused on the same aspects of the materials-in-use observed in the first cycle: the time spent on each task, task difficulty, learners' participation, learners' motivation, learners' task outcomes, learners and teachers' task interpretation and adaptation and learners' and teachers' use of tasks.

During observation, I regularly sat among the students at the back row and moved around to sit next to different collaborative groups, to observe what each was doing. The students occasionally interacted with me by asking questions about the text and tasks, as they felt embarrassed to ask their teacher. I would describe the relationship between the students and me as informal. Some often talked to me about their study and their life on the campus, before and outside class.

#### **9.2.1.3 Semi-structured interviews**

As in the first cycle of materials evaluation, the pre-set open-ended questions were asked in more or less the same order with all the interviewees. In this cycle, 12 of 100 students (three volunteers from each group), or 12 percent of the participants, agreed to be interviewed. The place where the interviews were held and the procedures how they were carried out were the same to those of the first cycle, except that the second-cycle interviews were audio-recorded on MP3 player (see section 6.2.3.5).

A total of three students were interviewed each day for four consecutive days. My questions focused on a variety of areas, starting with students' general perceptions of their own reading proficiency, to their attitudes towards the texts and tasks specifically their difficulty, to factors in the classroom which they thought promoted their comprehension, to their attitudes towards the strategy instruction and the use of Thai or English in the explanation, instructions and responses and ended up with

their extra comments or recommendations on the materials for future use. The preset questions for the second-cycle interviews were:

1. How did you feel about your reading proficiency before taking this course?
2. How do you find reading in English?
3. How do you feel about your reading proficiency now? Why do you feel that way?
4. What do you think of the three units you have learnt in class?
5. How do you feel about the texts in the materials? What do you think of the content and level of difficulty?
6. What do you think of the tasks? Can you tell me which ones you like and dislike? And why?
7. What seemed to be most motivating to you when you worked on the tasks?
8. Can you tell me about your way of reading?
9. What do you think about strategy-based materials, like the ones you are using?
10. What do you think would be the factors that help you improve your reading?
11. What if the strategy explanation in the materials were written in Thai, how would you feel about this? (For TS students) What do you think of the Thai explanation in your materials? (For PM students)
12. Which language do you like the teacher to use in the classroom? Why?
13. Can you tell me what you think a good reading textbook should be? (see Appendix 12)

Some additional questions were asked to maintain the flow of the conversation, to stimulate the students' answers and to elicit as much information as possible, particularly from the more reticent students. Thai was used throughout the interviews.

## **9.2.2 Quantitative methods**

### **9.2.2.1 IELTS reading tests**

Two informative texts, *The Motor Car* and *A Workaholic Economy*, comprised the pre- and post-test in the second cycle. The former, along with question items, was selected from Cambridge IELTS 2 Examination Papers and the latter from Cambridge Practice Tests for IELTS as the criterion measure of learners' reading



performance. The pre-test was conducted on the first day to assess their reading performance and the post-test was carried out six weeks later at the completion of Unit Three, to explore whether the two types of materials modification had led to any improvement in reading performance and whether one type had a greater effect.

The texts *The Motor Car*, 666 words, and *A Workaholic Economy*, 757 words were selected because their genres and topics were likely to be familiar to the students. *The Motor Car* is related to environmental issues, describing pollution from cars, traffic congestion and city life, which were to some extent similar to their everyday life in Bangkok. Likewise, *A Workaholic Economy* was a text on working hours, in which students from both Social Sciences and Sciences should be able to use their background knowledge to make sense of the content.

*The Motor Car* contained 13 items and *A Workaholic Economy* consisted of seven items, making the maximum score on the test 20 points. Due to the fact that the question items of *The Motor Car* were taken from an IELTS test and those of *A Workaholic Economy* was from a published test practice, the test was likely to contain reliability in scoring. I scored and re-checked the students' answers, against the official answers. In terms of test validity, these two tests were selected because they aimed to measure the same strategies as the ones the students had practised in my materials, including 'skimming for the main idea', 'scanning', 'guessing meaning of unknown words from context' and 'inferring the writer's implicit ideas'.

The first six items of the test asked the students to read *The Motor Car*, which consisted of eight paragraphs (A to H), and then match the appropriate main topic, such as 'a comparison of past and present transportation methods' or 'how driving habits contribute to road problems' with the appropriate paragraphs (A-H). To do this, the students needed to skim for the main idea of each paragraph, to make use of 'guessing meaning of unknown words from context' when necessary, to identify the main topic of the paragraphs, to scan for the right main topic and to evaluate their

selection. These cognitive and metacognitive strategies would later be introduced in the materials in class.

Items 7 to 13, which intended to measure the students' ability to understand the supporting details of the text *The Motor Car*, asked the students to write 'YES', 'NO' or 'NOT GIVEN' in front of statements provided. To do so, the students would have to read the text selectively to understand the supporting details, to identify the restated statements, to make prediction of the text, or even to guess meaning of the unknown words from context.

For the text *A Workaholic Economy*, students were again asked to write 'YES', 'NO', or 'NOT GIVEN' against statements provided, in items 14-16. Items 17-20 in the test focused on 'inferring the writer's implicit ideas'; the students needed to identify four factors in longer working hours which the writer had not explicitly stated in the text. Other underlying strategies the students might need to make use of were 'scanning for key words', 'skimming', 'predicting the text content', 'identifying the restated statements' and 'guessing meaning of unknown words from context' (these would be introduced in both TS and PM materials). In order to minimise the students' uncertainty about the test procedures and test format and to save time, the test instructions were written in Thai (see Appendix 20 for the tests administered in the second cycle). Table 9.4 presents the major strategies and skills tested in each test item.

Table 9.4: Major strategies and skills tested in the pre- and post-tests

<b>Items</b>	<b>Major strategies and skills tested in the items</b>
items 1 - 6	Skimming for the main idea Scanning for specific information Guessing meaning of unknown words from context Identifying the main topic
items 7 - 13	Reading selectively Understanding the restatements Guessing meaning of unknown words from context Scanning for specific information
items 14 - 16	Reading selectively Understanding the restatements Guessing meaning of unknown words from context Scanning for specific information
items 17 - 20	Inferring the writer's implicit ideas Understanding the restatements Guessing meaning of unknown words from context Scanning for specific information

### **9.3 Procedures**

The three units of TS and PM materials and the teacher's manual were given to Teachers A and B around two weeks before the start of the first semester academic year 2006 (June). I managed to have a one-by-one meeting with each teacher to briefly discuss the purpose of the study, the classroom procedures and the teacher's role in the instructional materials for both TS and PM.

On the first day of the course, both Teacher A and B explained the course description, examination dates and assignments and then they introduced me to the students saying I would be present in their class for six weeks observing what was going on in the classroom. Immediately after the teacher's orientation, the pre-test was administered with the students in all groups. They were not informed that the test was a pre-test and that they would be asked to perform the same test again immediately after the completion of Unit Three. The same instructions and time were the controlled variables in all the groups. The tests were scored immediately after the first class and I showed them to the students at the end of the following class.

The materials were distributed to the students unit by unit starting with Unit One in the second lesson and ending with Unit Three six weeks later. Two 90-minute lessons of the *Reading for Information* course ran for a total of 16 weeks in each semester. The teachers spent approximately three to four 90-minute lessons on each unit; therefore, the process of trialling and evaluating the materials took approximately six weeks in total.

The teachers were guided to follow the classroom procedures in the teacher's manual, instructing them to, for example, highlight the why and how to apply strategies, to model how to employ strategies in the contextualised reading and to provide feedback on their responses (see Appendix 4 for the Teacher's Manual for the second-cycle materials). The estimated time spent on each task was also given in the teacher's manual. However, in case time was not sufficient, the teacher was instructed to allow extra time so that the students could have more time to practise and to work collaboratively on the tasks. Despite the availability of the manual, I encouraged the teachers to adapt task procedures to best suit the needs of their students in their classes.

Immediately after the students completed the first focal task in Unit One, I distributed the tasks-in-process questionnaires for them to express their views on the overall suitability of the task. The students were told that this set of questionnaires was a combination of rating scales, Yes/No questions, three-level categorical type of measurement and open-ended questions, which they were required to complete. They were given five minutes to complete them. After the task evaluation, the whole class continued working on the rest of the materials. As in the first cycle, the evaluation sheets or questionnaires were distributed task by task and collected immediately after the evaluation of each focal task.

At the end of each unit, the students were asked to complete the end-of-unit questionnaires and the learning journals as homework and to return them in the following class (the instructions on how to complete the end-of-unit questionnaires and how to describe learning experiences in the classroom were outlined in Chapter

6). The same procedures were repeated for the evaluation of the materials Units Two and Three.

Immediately after the period of six-week instruction, the post-test was administered with the students in all groups. The administration of the post-test, including the instructions and time allowed were the same as for the pre-test. The post-test was scored immediately after the class.

#### **9.4 Data analysis**

To answer the first two research questions of the second cycle of evaluation (Questions no 4 and 5 in section 5.4), Mann-Whitney  $U$  and chi-square tests were performed on the responses to the tasks-in-process and the end-of-unit questionnaires (1) to explore which type of materials modification, TS or PM, contributed to learners' better perceptions of the tasks and the units as a whole and (2) to investigate whether the revised versions, TS or PM, created greater positive learners' perceptions of the materials than the original version in the first cycle. Using SPSS version 14, the Mann-Whitney  $U$  test, a non-parametric type of test, was used to measure the difference in the perceptions of the students in all the first- and second-cycle groups by comparing their 7-point scale ratings to ranks and analysing whether the ranks for the groups differ significantly (Coolican, 2004). The analysis should show whether or not there were significant differences between the students' perceptions of the original and revised materials, and between the TS and PM materials.

The other non-parametric technique performed on the data was the chi-square test for independence. This statistical procedure was used to assess whether the two or three categorical variables were associated. Specifically, the chi-square test was administered to determine whether there was the difference in the proportion of the first- and second-cycle students who answered 'Yes', for example. I conducted the test with two categorical variables like 'Yes' and 'No' as well as three categorical variables including 'Too Easy', 'Appropriate to My Level' and 'Too Difficult'.

An independent-samples t-test was conducted to compare the TS and PM groups' mean scores on the pre- and post-test. A paired-samples t-test was also performed to explore whether the TS or PM students had gained statistically significant improvement in their reading scores from the pre-test to post-test after the six-week instruction.

In addition to the quantitative comparisons of the students' perceptions and test scores referred to earlier, the qualitative data from learning journals, students' responses to the open-ended items and semi-structured interviews and my classroom observation notes were used to inform discussion of the suitability and adequacy of the units as a whole. As discussed in Chapter 6, the students' comments in the open-ended items, such as 'what made you feel that way?' and 'what were the strengths of the unit?', in both types of questionnaires were coded, categorised into groups and quantified into percentages (see Appendices 18 and 19). Grouping similar responses into one group and quantifying the responses was expected to help determine what the majority of students felt towards aspects of the tasks-in-process and the units as a whole. Extracts from the students' learning journals and interviews, transcribed and translated by me from Thai into English (see Appendices 28 and 30), will be also presented to support the discussion of critical points emerging from responses to the questionnaires, such as collaborative work, classroom atmosphere, usefulness of strategies, task enjoyment and linguistic difficulty.

## **CHAPTER 10**

### **Second Cycle of Materials Use: Summary of General Findings**

#### **10.1 Introduction**

In this chapter, I shall discuss the general findings obtained from the second cycle of materials use, which was carried out between June and July 2006. The discussion is divided into three major parts: summary of TS and PM students' perceived task satisfaction, summary of language difficulty of the text and tasks and summary of findings related to task situation. My discussion in this chapter thus focuses on the views of both TS and PM students on the revised versions of material based on all types of evaluative tools. This chapter serves as the foundation of an in-depth discussion and exploration of answers to research questions number four, five and six (see section 5.4), to be discussed in Chapter 11.

#### **10.2 Summary of students' perceived task satisfaction**

##### **10.2.1 Text simplification version**

###### **10.2.1.1 Task Objectives**

Analysis of the responses to two types of questionnaire, the tasks-in-process and the end-of-unit questionnaires, led to the conclusion that the students over the whole series of materials had positive perceptions of these three major aspects of the tasks: objectives, enjoyment and usefulness to their reading. Starting with the task objectives, responses to the tasks-in-process questionnaires suggested that the students' task satisfaction had been achieved, as they felt the tasks had met their specific needs in reading.

In Unit One: *Movie Makers at Crossroads*, around 80%, 89% and 70% of the TS students agreed that Task 1: Predicting What the Text will be about from the Title and Lead-in, Task 5: Identifying the Topic Sentence and Topic and Task 6: Intensive Reading had met their needs in improving their reading (see Appendix 18, p.561, 569 and 578). The similarly high percentage of students expressing satisfaction in terms of the task objectives was found in the tasks-in-process evaluations for Units Two: *Buddhism Thai Style* and Three: *Get Out and Play!* Table 10.1 shows percentages of the TS students who had high satisfaction with task objectives in Units One, Two and Three.

Table 10.1 TS and PM students' perceptions of task objectives and task enjoyment in Units One to Three

Scales 4-6 TS Groups	Unit One			Unit Two				Unit Three			
	Task 1	Task 5	Task 6	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Task objectives	80%	89%	70%	57%	67%	56%	54%	66%	52%	59%	71%
Task enjoyment	48%	52%	57%	39%	52%	35%	42%	50%	54%	45%	52%
PM Groups	Task 1	Task 5	Task 6	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
	Task 1	Task 5	Task 6	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Task objectives	83%	77%	63%	62%	71%	48%	50%	74%	66%	71%	75%
Task enjoyment	70%	36%	25%	36%	53%	24%	26%	47%	52%	46%	60%

Reasons for their perceived satisfaction of task objectives were related to their feeling that the tasks enhanced their reading proficiency and facilitated text comprehension. For example, around 33% explained the reasons why they had great satisfaction with Task 2: Guessing Meaning of Unknown Words from Context in Unit Two that the task provided them with the opportunity to practise guessing the meaning of unknown words, enabling them to make use of context clues available in the text. One student commented in the questionnaire that 'Even though I have never seen these words before, I could guess their meaning by making use of context clues' (see Appendix 18, p.594).



Likewise, some 41% of the TS students explained that Task 7: Scanning for Specific Information in Unit Three enabled them to make use of the keywords and drop unnecessary details in the text. They said that they were able to read faster and understand the text better (see Appendix 18, p.639). This evidence confirmed the suitability of the task objectives, since they had met the students' needs in improving their reading.

#### **10.2.1.2 Usefulness of tasks and strategies**

The findings of the end-of-unit questionnaires highlighted the usefulness of tasks perceived as facilitative for the improvement of the students' overall reading proficiency. Approximately 75%, 67% and 78% of the students reported that the tasks in Units One, Two and Three, respectively, contributed to their improved reading proficiency and comprehension (see Appendix 19, p.666, 678 and 689). Below are a student's written comments from the questionnaire about the usefulness of tasks in Unit Three:

I have gained more reading techniques, including 'extracting the main idea', 'guessing meaning of unknown words' and 'skimming'. The more I learnt, the more I could make use of these strategies automatically.

Responses received from the students' learning journals also reflected the usefulness of tasks and reading strategies as follows:

I have learnt how to guess the meaning of unknown words from context, to skim, to identify the topic sentence and topic, to infer the writer's implicit ideas and to understand references. Actually, I had practised them before in high school. I think if I have the opportunity to continue practising them more and more, I'll become a more competent reader. I have also learnt new words including 'surpassed', 'depicted', 'reputation' and 'vie for'. What I have learnt can improve my reading. I can understand the whole text. (Unit One: *Movie Makers at Crossroads*)

In this unit, I have learnt more techniques in guessing the meaning of unknown words from their context. It enabled me to translate the words more easily. I made use of the markers as well as punctuation marks in guessing the word meaning. I have also learnt how to summarise the main points of the text. I think I know how to extract the main points better. On top of that, I

could understand the relationships and development of ideas by noticing the use of markers. (Unit Two: *Buddhism Thai Style*)

I have learnt how to scan for causes and solutions of overweight kids. I also made use of my knowledge of text organisation while coping with the two texts in Unit Six. I could guess the meaning of unknown words from their context better and I resorted to the lead-in part in drawing inferences about the main idea of *Get Out and Play!* (Unit Three: *Get Out and Play!*)

These extracts reveal not only the students' perceptions of the usefulness of strategies but also the students' increased confidence in strategy use and their metacognitive awareness. For example, the final written comment suggests that the student was aware of his own reading and tended to know how to plan his reading and remedy reading difficulties. Additionally, the second extract in that set suggests that the student had developed metacognitive awareness, given his belief that applying appropriate strategies would enable him to become a competent or strategic reader.

#### **10.2.1.3 Task enjoyment**

Apart from the perceived satisfaction of task objectives, a high percentage of the TS students said they had enjoyed the evaluated tasks in Unit One. Around 27%, 52%, 57% and 47% found the following tasks enjoyable, respectively—Task 1: Predicting What the Text will be about from the Title and Lead-in, Task 5: Identifying the Topic Sentence and Topic, Task 6: Intensive Reading and Task 8: Inferring the Writer's Implicit Ideas (see Table 10.1). The major external factors which promoted their favourable feelings in working on the tasks appeared to be 'group work' and 'pleasant experiences with the teacher' (see Appendix 18, p.564, 572, 580 and 588)

Specifically, some 26% felt Task 5: Identifying the Topic Sentence and Topic enjoyable due to their opportunities to discuss their views and share knowledge with other classmates (see Appendix 18, p.576). They regarded 'interactions with classmates' as a channel to task achievement and text comprehension. One student commented about Task 5 in Unit One that 'Group work facilitated my text

understanding and enabled every member to have involvement and contribution to the task’.

Similar to the first-cycle students’ views of collaborative work, discussed in Chapter 8, those of the TS students point to physical and emotional involvement in the task, helping each other translate and discuss the text. Through collaborative work, the students seemed to become favorably motivated to work on the tasks. One student commented in the tasks-in-process questionnaires that ‘I’ve never got bored working with others’ (see Appendix 18, p.588). As a result of this emotional involvement, they perceived the tasks as an enjoyable activity.

Apart from the collaborative work, favourable experiences with the teacher were considered another factor that forged positive attitudes towards the tasks. On commenting about the strengths of Task 5: Identifying the Topic Sentence and Topic, some 21% said Teacher B taught and explained how to locate the topic sentence and think of the topic succinctly. Moreover, they felt that she was also willing to explain the meaning of difficult words and guided them as to how to make sense of the text (see Appendix 18, p.576). Roughly the same percentage of students linked their favourable feelings towards Teacher B’s pedagogical approach to the strength of Task 7: Understanding the Writer’s Intention in Unit Two. Again, their reason was that the teacher earnestly attempted to stimulate them to think and explain the text well. Their favourable experiences with Teacher B had also been generated from the fact that she had never put pressure on them (see Appendix 18, p.576). Among the students’ comments were these:

I really had a good time when I studied with Teacher B, as she never put pressure on students. (Task 5: Identifying the Topic Sentence and Topic in Unit One)

Teacher B always took part in the task and helped facilitate students’ understanding. Her teaching was enjoyable and this made students feel like they were having a fun time, while studying with her. (Task 5: Identifying the Topic Sentence and Topic in Unit One)

I actually couldn't understand the text by myself, but the teacher provided a clear explanation and clarified what I did not understand. (Task 3: Outlining in Unit Three)

The following excerpt of an interview with a student from Group 4 (TS Group) also reflects the effect of favourable experiences with the teacher on students' reading attitudes and motivation:

- 11 R:** And how do you feel about your reading now?  
**12 P:** I'd like to say that my reading is a lot better. Normally I dislike reading English texts, but in class the teacher always helps explain the text. So I started to feel that everything was easy. I now want to try to read more.  
**13 R:** Your teacher will definitely be glad to hear it. And what seem to be the factors that make reading easier for you?  
**14 P:** I think the teacher. She helps a lot.  
**15 R:** How does the teacher help you in class, normally?  
**16 P:** The teacher always motivates students to read and to feel like reading. This increases our interest in reading. (see Appendix 29, p.1)

What 'group work' and 'the teacher's pedagogical approach' seemed to have in common are 'interactions' and 'emotional involvement', which occurred simultaneously while the students were working together with other classmates and also when participating in the whole class activity.

Having opportunities to engage in thinking processes while reading was another of the factors which reinforced the students' positive feelings. The findings of the tasks-in-process questionnaires revealed that some 12% of the students who enjoyed working on Task 8: Inferring the Writer's Implicit Ideas in Unit One emphasised the opportunities to think and to analyse the writer's hidden messages (see Appendix 18, p.588). The challenge to cognitive processes during reading appeared to enhance the learners' task involvement and motivation.

The above findings concerning perceived task enjoyment matched those of the end-of-unit questionnaires, which revealed that around 63%, 57% and 88% of the TS students perceived the tasks in Units One, Two and Three to be interesting,

respectively (see Appendix 19, p.664, 676 and 687). The majority said that the tasks had contributed to their improved comprehension and reading proficiency.

Specifically, some 20% expressed the view that the tasks in the unit enhanced their comprehension and their use of reading strategies, such as ‘guessing meaning of unknown words from context’ and ‘extracting the main idea’.

It is interesting to note that the students’ positive attitudes towards task interest and usefulness might correlate with their perceptions of text enjoyment and difficulty.

Table 10.2 presents the percentage of students who criticised the text for being too linguistically difficult, who found the text enjoyable, who had a great interest in the tasks and who perceived the tasks to be useful.

Table 10.2: TS students’ perceptions of text difficulty, text enjoyment, task interest and task usefulness

Count		TS Students' Perceptions			
		Text Difficulty	Text Enjoyment	Task Interest	Task Usefulness
Units	Unit One	14	65	63	74
	Unit Two	33	60	57	67
	Unit Three	0	90	88	78

The evidence of Table 10.1 is that the more accessible the text was, the more enjoyable, interesting and useful the text and the tasks were perceived to be. It is clear that the text *Get Out and Play!* met the students’ satisfaction in terms of its level of difficulty; therefore, they tended to gain more enjoyment and have more interest in the text and the tasks in Unit Three than in other units. This underlines the importance of selecting an appropriate level of difficulty in promoting learners’ motivation to read the text and to work on the tasks. The text more accessible to the students’ level tended to allow them to apply strategies with less difficulty and benefit greater from the task. I shall discuss the details concerning the level of text difficulty in section 10.3.

## **10.2.2 Procedural modification version**

### **10.2.2.1 Task objectives**

Like the students from the TS groups, the PM students expressed great satisfaction with the tasks because the tasks met their personal needs in reading and were useful and enjoyable (see Table 10.1). For instance, around 63% of the students thought that the objectives of Task 8: Inferring the Writer's Implicit Ideas met their specific needs in reading (see Appendix 18, p.586).

Their primary reason was that the tasks in the unit had contributed to greater comprehension and improved their reading proficiency. For instance, in case of both Task 3: Outlining and Task 10: Intensive Reading in Unit Three, over one-third of the students felt that the task objectives had met their needs in reading, since the tasks enabled them to understand the main points of the text, facilitating their overall text comprehension (see Appendix 18, p.625 and 645). Generally speaking, the PM tasks seemed to serve the students' needs in these ways.

When specifically asked to what extent the PM tasks helped improve their reading proficiency, around 60%, 55% and 77% of the students said they found the tasks in Units One, Two and Three helpful to their reading (see Appendix 19, p.666, 678 and 689). As with the TS groups, the PM groups seemed to perceive the tasks in Unit Three as the most useful as well as the most interesting of the three units. Again, the students' overwhelmingly positive attitudes on the issues of interest and usefulness may correlate with how accessible and enjoyable the text was, as discussed previously. Table 10.3 shows the percentage of the PM students who criticised the text for being too linguistically difficult, who found the text enjoyable, who had a great interest in the tasks in the unit and who valued the task usefulness.

Table 10.3: PM students' perceptions of text difficulty, text enjoyment, task interest and task usefulness

Count		PM Students' Perceptions			
		Text Difficulty	Text Enjoyment	Task Interest	Task Usefulness
Units	Unit One	14	48	48	60
	Unit Two	58	24	40	55
	Unit Three	13	79	64	77

Clearly, the students expressed the greatest satisfaction with Unit Three: *Get Out and Play!* because of its higher level of text interest. It is also likely that if the students perceived the text to be more accessible to their level, they found the text and the tasks more enjoyable, interesting and useful. This was more apparent in the cases of students' perceptions of Units One and Three.

### 10.2.2.2 Usefulness of tasks and strategies

In reference to the students' perceptions of the usefulness of tasks, the majority of students who perceived the tasks to be useful said the tasks contributed to the improvement of their reading proficiency and to a greater text understanding. For instance, a quarter of the PM students mentioned that the tasks in Unit Two facilitated better comprehension and improved their use of strategies, such as skimming and scanning (see Appendix 19, p.678). Moreover, in Unit Three, according to the findings of the end-of-unit questionnaires, roughly the same percentage emphasised that the tasks in Unit Three focused on not only reading but also thinking. The students had opportunities to employ and to practise different reading strategies, including critical thinking (see Appendix 19, p.689).

### 10.2.2.3 Task enjoyment

Additionally, similar to the TS versions, the concepts of 'thinking' and 'reading' enhanced the task enjoyment of the students in the PM groups (see also Table 10.1). In the tasks-in-process questionnaires, on commenting about reasons why the

students found Task 1: Predicting What the Text will be about from the Title and Lead-in in Unit One ‘enjoyable’, approximately 19% explained that they were stimulated to think more widely about the topic (see Appendix 18, p.563). Furthermore, 40% of the students said that what they liked about the task was ‘having opportunities to think’, devising questions to ask classmates and also interacting with them.

Further evidence of positive feelings towards ‘thinking’ was that in Task 6: Intensive Reading in Unit One, some 15% of the students reported that they had opportunities to practise their thinking skills while helping each other choose the right words to fill in the blanks (see Appendix 18, p.580). Apart from thinking, like their TS counterparts, the PM students valued collaborative work or interactions among classmates and ascribed this to their perceived task enjoyment. For instance, some 20% said they enjoyed working on Task 2: Guessing Meaning of Unknown Words from Context and Task 3: Understanding Markers in Unit Two due to the fact that they had opportunities to discuss the answers with other students (see Appendix 18, p.595 and 603). The following excerpt from an interview with Student Y from Group 1 illustrates the students’ attitudes towards ‘collaborative work’:

**45 R:** Can you tell me what motivated you to read in the classroom?

**46 Y:** Well, I think the tasks themselves were not a problem. They were OK, actually, but just later the teacher asked us to work in groups more. I felt a lot better when I had opportunities to talk with others, to think with friends and sometimes to argue with others. It’s better than to sit and think by myself. I dislike when the teacher elicited the answers from the students one by one by calling our names. It’s a bit threatening because I did not know if my answer was correct or not. Anyway, group work was a lot better. But the tasks themselves were OK. (see Appendix 29, p.37)



### 10.3 Summary of language difficulty of the text and tasks

#### 10.3.1 Text simplification version

##### 10.3.1.1 Difficulty in self-expression in English

Despite text simplification, the TS students seemed to encounter language difficulties, particularly in Unit Two: *Buddhism Thai Style*. On task difficulty, the findings of the tasks-in-process questionnaires revealed that around 20% and 25% of the students complained about the difficulty of Task 1: Predicting What the Text will be about from the Title and Lead-in and Task 6: Intensive Reading in Unit One, respectively (see Appendix 18, p.565 and 581). Table 10.4 presents the percentage of students who found the tasks in Units One to Three too linguistically difficult.

Table 10.4 TS and PM students' perceptions of task difficulty in Units One, Two and Three

TS Groups	Unit One				Unit Two				Unit Three			
	Task 1	Task 5	Task 6	Task 8	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Task linguistic difficulty	20%	18%	25%	27%	41%	31%	44%	31%	8%	9%	16%	8%
PM Groups	Task 1	Task 5	Task 6	Task 8	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Task linguistic difficulty	9%	23%	23%	16%	36%	29%	44%	26%	6%	11%	14%	8%

When asked to provide reasons, around 36% of the students explained that they did not know how to express their ideas in English in Task 1 when the teacher asked them to think of questions to ask about the title and lead-in. This is reminiscent of the responses to the first-cycle materials, discussed in Chapters 7 and 8. Oddly, another 18% of the students criticised Task 1 for its complicated sentence structures, despite the fact that they were instructed to read only the title and lead-in.

Likewise, around 19% complained about their difficulties in expressing themselves in English in Task 6 in Unit One. They said they were not able to think of words in

English to fill in the blanks. One student stated in the questionnaires that ‘I knew very little vocabulary. I could translate and understand the provided summary, but I could not write or find words to fill in the blanks’ (see Appendix 18, p.582). This might suggest that the students’ limited knowledge of vocabulary exacerbated the level of task difficulty. The text itself might not be the direct cause of difficulty, but rather the language they were required to produce to show their text comprehension. The following extracts from interviews with Students P and M show the student’s difficulties in expressing themselves in English, the major cause of task difficulty:

- 49 R:** And what do you think about task difficulty?  
**50 P:** Sometimes I knew the answers, but I could not compose them into sentences. I couldn’t find words that I could use in composing sentences.  
**51 R:** You understood what the answers were, but you could not put your ideas into sentences. Is that right?  
**52 P:** Yes.  
**53 R:** But in class the teacher also helped you put your ideas in English.  
**54 P:** Yes, but sometimes I didn’t know the vocabulary I wanted to use. Therefore, I couldn’t write the answers in sentences. (see Appendix 29, p.3)
- 47 R:** How about the tasks in the materials? What did you think of them? Can you comment on their difficulty?  
**48 M:** They were difficult, to some degree. They were difficult because I understood the text, but I couldn’t express my ideas. I couldn’t think of the words I wanted to use. I also did not know how to write. For example, in an inferring task, I couldn’t answer the questions because I couldn’t think of the vocabulary I wanted to use, something like this. (see Appendix 29, p. 15)

### **10.3.1.2 Text linguistic difficulty**

When evaluating Unit Two: *Buddhism Thai Style*, the students stated that they seemed to encounter little difficulty expressing themselves in English even in open-ended tasks. Instead, they blamed the task difficulty on the language in the unit text. As shown in table 10.4, approximately 41%, 31%, 44% and 31% of the students complained about the language difficulty of Task 2: Guessing Meaning of Unknown Words from Context, Task 3: Understanding Markers, Task 7: Understanding the

Writer's Intention and Task 8: Inferring the Writer's Implicit Ideas, respectively (see Appendix 18, p.597, 604, 612 and 620).

The major reason given for the perceived difficulty of Task 2 in Unit Two was the vocabulary, which was technical, as it was related to religions (37%). Likewise, a quarter of the students criticised Task 7 for its lexical difficulty. Despite the modifications made to the materials, the second-cycle students still criticised the difficult and technical vocabulary like the first-cycle students, as outlined in Chapters 7 and 8.

According to table 10.1, it was surprisingly that over one-third of the TS students found *Buddhism Thai Style* too linguistically difficult. Apart from their reasons related to technical and unfamiliar vocabulary, they said they had little background knowledge about Buddhism and other religions depicted in the text. I had assumed that students at university level would have had prior knowledge about Buddhism and other religions, but it seemed that they were not able to resort to it as a compensatory strategy, probably due to their L1 reading behaviour. The following interview excerpt reflected Student M's attitudes and motivation in reading *Buddhism Thai Style*. This student felt that the vocabulary, despite her background knowledge about the text topic, prevented her from fully understanding the text.

- 29 R:** You just said that the text content was close to your daily life and you could link it to your life. How about language difficulty?
- 30 M:** I think the text in Unit Two is difficult because of vocabulary. But the first time I looked at the title without reading the text, I thought it might be purely about Buddhism. Teenagers are usually not interested in it much. But when I actually read the text, what can I say? It's about what foreigners thought of Thai people. They found Thais superstitious. This made me look back and ask myself questions, if it's good to be superstitious and what we should do next, something like this.
- 31 R:** So you connected your feeling with what you were reading?
- 32 M:** Yes, I felt it's opposite to the Buddha's teaching. I thought superstitions were not related to the Buddha at all.
- 33 R:** Well, let's talk about language difficulty more. You haven't finished talking about it.

- 34 M:** In general, the vocabulary in Unit One was fine. In Unit Two, the vocabulary was difficult because it's related to religions. Umm, the writer used technical words <M is looking at the text *Buddhism Thai Style*>. They are, umm, for example, 'austerities'...this one, too... 'adherent'. (see Appendix 29, p.15)

Even though the TS students became more aware of the use of appropriate strategies, they mentioned bottom-up strategies when expressing their views about their ways to improve their reading, which they provided in the learning journals. This tends to support my assumption, as discussed in Chapter 4, about their focus on word-level processing, which is a part of their habitual reading behaviour and impedes them in making use of higher-level strategies in constructing the text meaning, as shown below:

To improve my reading, I need to memorise more vocabulary because I feel I cannot translate the text smoothly. Sometimes, although I knew the meaning of some words, when I translated them, I think the meaning of the whole sentence sounded a little bit strange. (Unit Two: *Buddhism Thai Style*)

If we do not know much vocabulary, we will not be able to translate the text. But in class, the teacher helps us a lot so we can understand it better. Anyway, we need to learn more vocabulary. To me, the most difficult thing is to infer the writer's ideas because I cannot guess what the answers should be. (Unit Two: *Buddhism Thai Style*)

An extract from an interview with Student C clearly suggests the influence of students' habitual reading behaviour on their L2 reading performance and the importance of practice over extensive periods of time as a way to improve reading, as shown below:

- 63 R:** Did you use them when you read?  
**64 C:** I rarely used them...because I got used to my way of reading, and it's hard to change the way I read. I actually tried to follow the explanation, but only right after the teacher introduced them. Later or outside class, I didn't use them.  
**65 R:** Umm, so outside class you still...  
**66 C:** I read the same... Yes.  
**67 R:** So what do you think about strategy-based materials, like these three units?

- 68 C:** They're helpful. They help somehow. Well, at least strategies prevent us from translating the meaning of every word. We can just look at some sentences and make use of markers, something like this.
- 69 R:** This means you know how to read English texts?
- 70 C:** But I still get used to my way of reading.
- 71 R:** What do you think would be the factors that help you improve your reading?
- 72 C:** I think the students themselves. I think we have to try to improve ourselves and not get stuck with our old ways of reading. But I can't do it now. I think it takes time. (see Appendix 29, p.7)

In addition to their lack of L2 proficiency and their use of L1 habitual reading behaviour, the students' inability to resort to their prior knowledge about the text topic might be the result of their limited involvement, as well as any flaws in the design and use of the pre-reading task, which failed to activate the students' background knowledge and to introduce the key vocabulary necessary to text comprehension.

Despite the students' severe criticisms of linguistic difficulty in Unit Two, task and text difficulty did not seem to be an issue in Unit Three: *Get Out and Play!* To be precise, in the tasks-in-process questionnaires, only 8% of the students complained about the linguistic difficulty of Task 3: Outlining, Task 10: Intensive Reading and Task 11: Inferring the Writer's Implicit Ideas in Unit Three. This figure represents a considerable drop, in comparison with the percentage of students who felt the same way in the previous units (see Appendix 18, p.627, 648 and 654 to 655). Below is an excerpt from an interview with Student T who mentioned language difficulty in *Get Out and Play!*

- 23 R:** You have studied the three units, right? May I ask you about them? Well, let's start with the texts, first. What did you think of the texts' difficulty?
- 24 T:** I think the text in Unit Three was quite easy. But there were quite a lot of technical words in Unit Two.
- 25 R:** Can you tell me more about the text in Unit Three?
- 26 T:** I like it. Its topic is about general knowledge. It's something I already knew about. (see Appendix 29, p.26)

The primary reason why the text *Get Out and Play!* seemed easy for the students was that the vocabulary and text topic seemed to be highly relevant to their lives and interests. Additional evidence to support this was that around half of the students who said they had enjoyed the text *Get Out and Play!* thought it was the most interesting of the series of materials, and another 20% perceived its topic ‘obesity’ to be familiar to their personal experiences (see Appendix 19, p.684). As shown in Table 10.1, the extraordinarily high student perception of text enjoyment, task interest and task usefulness seemed to be closely related to their satisfaction with text difficulty.

### **10.3.2 Procedural modification version**

#### **10.3.2.1 Text linguistic difficulty**

Similar to the TS students, the PM groups generally seemed to experience little difficulty in coping with the tasks in Unit One: *Movie Makers at Crossroads* and Unit Three: *Get Out and Play!*, yet they encountered more difficulties in working on the tasks in Unit Two: *Buddhism Thai Style*, compared to Units One and Three (see Table 10.4). More specifically, in Task 2: Guessing Meaning of Unknown Words from Context in Unit Two, over one-third criticised the task for its difficult vocabulary and complicated syntactic patterns (see Appendix 18, p.596 to 597).

Likewise, in Task 7: Understanding the Writer’s Intention in Unit Two, 44% of the students complained that it was too linguistically difficult. When asked to specifically describe their reasons, around 36% wrote that the vocabulary was too difficult and technical and another 8% criticised the sentence structures for being too complicated (see Appendix 18, p.612). The following excerpt of an interview with Student N revealed her attitudes towards the difficulty of Task 7 in Unit Two.

**57 R:** So let’s talk about Task 7 in Unit Two first. Why did you find it difficult?

**58 N:** Well, I couldn’t even think of the answers in Thai, so you can forget about getting me to think of the answers in English. The thing is, the text was difficult. Moreover, when the teacher asked us to work on

this task, I simply looked at the text and copied parts of sentences from the text. But when the teacher went through the answers, she used her own words, not the ones from the text.

**65 R:** What if there were choices for you to choose, would it make the task easier?

**66 N:** If there were choices, it would be easier. If I have to write the answers by myself, I can't think of anything. (see Appendix 29, p.11 to 12)

In this excerpt, Student N's difficulties in working on Task 7 were associated with her insufficient understanding of the text. It seemed that the text content was far from her personal experience and interest, apart from any vocabulary difficulty; therefore, it was difficult for her to connect with the text and to think of the answers, even in Thai. Again, this might be possible that Task 1 failed to activate the student appropriate and sufficient schemata, including vocabulary knowledge, as discussed in section 10.3.1.2. Below, Student Y, who was in Teacher A's group, reflects on her attitudes towards the difficulty of *Buddhism Thai Style*.

**24 Y:** I think the first and the third text are OK. I could understand them while reading in class.

**25 R:** What made you feel that way?

**26 Y:** I felt that the texts were close to our personal experiences. The vocabulary was also not too difficult and the texts were interesting. I gained new knowledge from the text. But *Buddhism Thai Style* was quite far from my experiences. It's too far because it's something I have never paid attention to. Its content was also difficult and so was its vocabulary. Oh, there were also the uses of comparison, which prevented me from understanding it.

**27 R:** Yes, there are a few comparisons between two religions.

**28 Y:** That's right. I didn't quite understand because I didn't have much background knowledge. It's just like I had to learn a whole new thing.

**29 R:** Which factor seems to be more difficult to you, between language difficulty and unfamiliar content?

**30 Y:** I think it is probably the content. If I feel like reading the text, I will try to read it and look up words from a dictionary by myself. But if the text is boring, I wouldn't want to continue reading. And if the text also contains difficult words, I wouldn't read it. (see Appendix 29, p.36)

It appeared that the topic of *Buddhism Thai Style* was far removed from these two students' personal experiences and interests. As we noted earlier in relation to the TS

materials (section 10.3.1.2), various factors seem to have prevented their use of prediction strategies and fully grasping the text: limited background knowledge of the main topic, coupled with poor knowledge of English vocabulary, L1-based reading habits and lack of involvement with the pre-reading task, in addition to any weaknesses in the way the task was designed and implemented. The following sections will provide an overview of other variables, such as time, the unit's physical production and teachers' scaffolding. The last of these, in particular, tended to be closely related to task and text difficulty.

## **10.4 Summary of findings related to task situations**

### **10.4.1 Text simplification version**

In this section, I will discuss comments on the amount of time spent on the tasks in the unit, the amount of help from the teacher and the unit's appearance. The tasks-in-process questionnaires revealed that around 95%, 96%, 89% and 94% of the students commented that they had a sufficient amount of time to work on the following tasks in Unit One, respectively: Task 1: Predicting What the Text will be about from the Title and Lead-in, Task 5: Identifying the Topic sentence and Topic, Task 6: Intensive Reading and Task 8: Inferring the Writer's Implicit Ideas (see Appendix 18, p.567, 575, 584 and 591). Table 10.5 shows percentages of students who had satisfaction with the amount of time in Units One to Three.



Table 10.5 TS and PM students' perceptions of the amount of time and help from the teacher in Units One, Two and Three

TS Groups	Unit One				Unit Two				Unit Three			
	Task 1	Task 5	Task 6	Task 8	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Sufficient time	95%	96%	88%	94%	86%	93%	88%	87%	86%	94%	88%	98%
More help from the Teacher	54%	32%	43%	31%	41%	33%	34%	29%	26%	20%	23%	19%
PM Groups	Task 1	Task 5	Task 6	Task 8	Task 2	Task 3	Task 7	Task 8	Task 3	Task 4	Task 7	Task 10
Sufficient time	89%	96%	88%	86%	89%	96%	98%	96%	90%	96%	89%	94%
More help from the teacher	38%	38%	33%	20%	29%	22%	30%	24%	18%	16%	23%	19%

The percentage of students who thought they had sufficient time was similarly high in Units Two and Three. These findings might suggest that the revised materials contained the right number of tasks and task items for the students to work on within three to four teaching periods. The majority of students worked on the tasks in each unit without time pressure.

Despite the students' perceived time satisfaction, the amount of help from the teacher drew less positive comment (see Table 10.5). In the tasks-in-process questionnaires, some 44% of the students stated that they would have liked more help from the teacher in Task 6: Intensive Reading in Unit One (see Appendix 18, p.583), with similar levels of response in Units Two and Three. Overall, reasons provided by the TS students were their perceived poor English proficiency and their inability to translate the text independently, the major perceived obstacles to their text comprehension. It can be seen that around 21% would have liked the teacher to explain and translate the text in greater detail. These students said they did not fully understand the text due to the vocabulary difficulty, which impeded them in achieving the outcomes of Task 6 (see Appendix 18, p.583).

Likewise, around 41% of the students who were not satisfied with the amount of help they received in Task 2: Guessing Meaning of Unknown Words from Context in Unit Two explained that they lacked text understanding and that they were not able to discern the meaning of certain unknown words (see Appendix 18, p.598 to 599). Thus, considerably more attention and help from the teacher was needed to ease these difficulties. Conversely, their perceived dissatisfaction with the teacher's scaffolding could also have contributed to perceived task and text difficulty. As discussed in Chapter 8, the amount of help from the teacher and text difficulty tended to be interrelated.

The final findings related to the students' motivation I will report on here were that the unit's appearance was attractive to these groups of students. When asked whether the unit had an attractive appearance, only one student criticised Units Two and Three for not being attractive (see Appendix 19, p.676 and 686). Students' perceptions of the unit's appearance were considerably more positive than those in the first cycle, in regard to the lack of illustrations and the density of the print. The following excerpts of interviews show how the unit's appearance relates to learners' motivation.

**71 R:** Do you have any other comments about the materials?

**72 PA:** I think colourful illustrations can appeal to students' interests, even though they are not the major factor. (see Appendix 29, p.31)

**25 R:** Now I'd like to ask for your opinions about the three units you have learnt in class. Umm, how do you feel about them in general?

**26 C:** In general, I find them interesting because they contain colour illustrations. They motivate me to read. (see Appendix 29, p.5 to 6)

#### **10.4.2 Procedural modification version**

Overall, the PM students seemed satisfied with the amount of time spent on the tasks. Responses to the tasks-in-process questionnaires indicated the suitability of the number of tasks in each unit (see Table 10.5). For example, around 90%, 96%, 89% and 94% of the students reported that they had had a sufficient amount of time to

work on the focal tasks in Unit Three: Task 3: Outlining, Task 4: Critical Reading, Task 7: Scanning for Specific Information and Task 10: Intensive Reading (see Appendix 18, p.631, 637, 644 and 651).

Similarly to their TS counterparts, the students expressed a need for extra help from the teacher, particularly in Unit One (see Table 10.5). This might be because they had not become familiar with the materials yet in the first few weeks. Over one-third of the students pointed out that they felt they needed more help from the teacher in Task 1: Predicting What the Text will be about from the Title and Lead-in (38%), Task 5: Identifying the Topic Sentence and Topic (38%) and Task 6: Intensive Reading (33%) (see Appendix 18, p.566, 574 and 583).

Around 45% of the students who found they did not get sufficient help from the teacher blamed themselves for their inability to understand or to achieve the outcomes of Task 1. They labelled themselves poor proficiency readers and language learners; thus, considerable attention from the teacher seemed to be needed. However, the figure related to students' need for extra help dropped slightly in subsequent units, even though the figures were relatively high in some tasks in Unit Two. For instance, approximately 29%, 22%, 30% and 24% of the PM students reported greater need for the teacher's help in Task 2: Guessing Meaning of Unknown Words from Context, Task 3: Understanding Markers, Task 7: Understanding the Writer's Intention and Task 8: Inferring the Writer's Implicit Ideas, respectively (see Appendix 18, p.598, 606, 614 and 622).

The primary reasons for their perceived insufficiency of help from the teacher were due to difficult vocabulary, their poor English proficiency and their inability to express their ideas in English in the open-ended tasks. The high student perception of insufficient help from the teacher was likely to increase the level of task difficulty, affecting their task performance.

The final findings I will report on here were the fact that the PM students, like their TS counterparts, were satisfied with the unit's appearance. The end-of-unit

questionnaires revealed that around 98%, 90% and 96% of the students felt that Units One, Two and Three, respectively, had an attractive appearance (see Appendix 19, p. 664, 676 and 686). The view expressed in an interview by Student PO, who made a reference to a unit's appearance, was relatively unusual:

**87 R:** Now I'd like to ask you the last question. What do you think a good reading textbook should look like? What would you like your reading materials to be?

**88 PO:** They should have illustrations. They will contribute to better understanding. And the materials shouldn't consist of too many tasks. (see Appendix 29, p.21)

### 10.5 Summary of overview of TS and PM materials evaluations

The students' responses and feedback received through questionnaires and interviews in the second cycle of use suggest overall satisfaction with the pedagogical approach used, concerns about the difficulty of the tasks and text in Unit Two: *Buddhism Thai Style* and satisfaction in terms of materials' presentation. This analysis of findings has shown that the students felt the task had met their objectives since the tasks in the three units resulted in greater comprehension and improved overall reading proficiency. The students also perceived the tasks in the series of materials to be 'useful' since, again, the tasks contributed to improving their reading comprehension. Their responses also emphasised that collaborative work facilitated text understanding, maximised their opportunities to achieve task outcomes and generated favourable feelings towards the tasks. All this offers support to a conclusion that the major pedagogical approach underlying the materials, reading strategy-based instruction and collaborative learning, tended to work appropriately with these targeted students. In relation to the materials' appearance, almost every response valued the materials presentation because of colourful and motivational illustrations.

On the other hand, the students' responses revealed their concerns about linguistic and content difficulty in Unit Two due to their feeling that the text contained technical vocabulary and featured a non-motivational topic, 'religions', far removed

from their experiences. This impeded them from resorting to appropriate strategies, but bottom-up processing strategies, despite their increased awareness of strategy use. Their criticisms of the amount of help from the teacher also seemed to be closely associated with their perceptions of task and text difficulty. In the following chapter, I will attempt to provide an in-depth examination of both types of the revised materials, coupled with the materials interpretation and adaptation in the actual classroom settings.

## **CHAPTER 11**

### **Second Cycle of Materials Use: Quantitative Comparison of Students' Perceptions and Progress**

#### **11.1 Introduction**

My discussion, throughout the present chapter, intends to lead to answers to research questions number four, five and six: (4) 'Which type of materials modification, the text simplified (TS) or the procedurally modified (PM) versions, contributed to learners' better perceptions of the tasks and the units as a whole?', (5) 'Did the revised versions, TS or PM, create greater positive learners' perceptions of the materials than did the original version in the first cycle?' and (6) 'Did the use of the TS or PM materials promote learners' better performance on an IELTS reading test in the areas of main idea identification, local comprehension and inferential comprehension?' (see section 5.4)

#### **11.2 Quantitative comparison of TS and PM students' perceptions**

##### **11.2.1 Students' perceptions of tasks in process**

Mann-Whitney *U* and chi-square tests, including both 2 x 2 and 2 x 3 contingency table analyses, were conducted to evaluate any differences in the TS and PM students' perceptions of task objectives, task difficulties, task enjoyment and task situations (see Appendices 37 to 40 for the statistical analyses). Analysis of the tasks-in-process evaluations showed that the perceptions of the two groups of students of the tasks were virtually the same. Significant differences were established in only four of the twelve evaluated tasks in the three units, which I will discuss below.

### 11.2.1.1 *Movie Makers at Crossroads*

In the evaluation of Task 5: Identifying the Topic Sentence and Topic in Unit One: *Movie Makers at Crossroads*, a 2 x 2  $X^2$  test showed a significant difference in the proportion of students who perceived that there were other factors of difficulty apart from the linguistic ( $X^2_1 = 5.84$ ,  $df = 1$ ,  $p = .02$ ,  $N = 107$ ). Around 19% of the TS students indicated that Task 5 contained other non-linguistic factors of difficulty, while only 4% of the PM students felt that way.

In relation to the students' reasons, only two responses provided by the PM groups criticised the insufficient amount of time spent on the task, while 17% of the TS students ( $N = 54$ ) complained about the language difficulty and complicatedness of the text (see Appendix 18, p.585).

It is worth taking into account what actually happened with the students and the teacher in Group 4, since nine of the ten TS students who perceived that there were other difficult factors were in fact from this group (see Appendix 18, p.573 to 574). My observation notes mention Teacher B's attempt at integrating 'understanding references' strategies into Task 5: Identifying the Topic Sentence and Topic. While asking the students to locate the topic sentence of the excerpts in Task 5, she posed several questions concerning 'references'.

As she received little by way of response to her question, Teacher B focused more on pronoun references by asking the class to turn to the text; to underscore phrases including 'many people', 'others', 'because of this' and 'their'; and to decide what these referred to. They were not offered the opportunity to work in small groups in this task but worked individually instead. The classroom remained relatively silent.

It could be that this way of elicitation might not be appropriate for the students in this group, as it seemed that they did not take much from the lesson due to the great amount of information. What actually caused task difficulty was not necessarily

related to their inability to 'identify the topic sentence and topic', but the teacher's task adaptations, with her emphasis on 'understanding references'.

Significant differences in the TS and PM students' task perceptions were also found in the evaluation of task enjoyment of Task 6: Intensive Reading in Unit One. The TS students enjoyed the task significantly more than their PM counterparts ( $U = 925$ ,  $z = -2.53$ ,  $p = .01$ ,  $N = 101$ , *two-tailed test*). Around 57% of the TS students perceived Task 6 to be 'enjoyable', while merely 25% of their counterparts felt the same way (see Appendix 18, p.579 to 580). In light of this difference, I turned to my classroom observation notes and to the responses received from the PM students. Again, the negative perceptions of task enjoyment might stem from the procedures adapted in class.

My classroom observation notes indicated that there was little scaffolding from the teacher, particularly in Group 1, where she did not guide the class through how to apply strategies, read the text, work on the tasks and compose their ideas into sentences in English. Instead, she let them work in small groups independently without providing sufficient scaffolding and elicited the answers from the class in English. Insufficient explanation and assistance from the teacher in a situation where no text simplification was provided might well have contributed to the PM students' significantly lower task enjoyment.

#### **11.2.1.2 Buddhism Thai Style**

In the evaluation of tasks in process in Unit Two: *Buddhism Thai Style*, the only significant difference to emerge in the students' perceptions was in relation to Task 8: Inferring the Writer's Implicit Ideas. A Mann-Whitney  $U$  test showed that the TS students had significantly more task enjoyment than did the PM students ( $U = 898.50$ ,  $z = -2.34$ ,  $p = .02$ ,  $N = 98$ , *two-tailed test*). Approximately 43% of the TS students perceived Task 8 to be 'enjoyable', while only 26% of their PM counterparts felt the same way (see Appendix 18, p. 618 to 620).



Again, students' responses, coupled with my observation notes, referred to a problematic classroom atmosphere, particularly with the students in Group 1. Some 22% of the PM students who criticised Task 8 for not being 'enjoyable' emphasised the teacher's lack of involvement with the class. Responses provided by the PM students in Group 1 included: 'She is not active in teaching'; 'The classroom atmosphere was too stressful. I sometimes don't want to come to class' and 'The teacher's teaching was too serious. She should have shared her personal experiences or stories which were related to the text with the class sometimes'. Such firm views of what a teacher should do may have resulted in lower task enjoyment.

In addition to the teacher's re-interpretation of tasks, my classroom observation notes reported the students' insufficient amount of time to work on the task collaboratively with other students. Arguably, this lack of interaction among students and lack of support from the teacher could be reasons for the students' expressed lack of task enjoyment. Apart from the classroom atmosphere, the text difficulty might be another factor that minimised the PM students' task enjoyment. Around 22% of the students who did not perceive the task to be enjoyable complained about the difficulty of inferring, because they were required to understand the text thoroughly.

#### **11.2.1.3 Get Out and Play!**

A  $2 \times 2$   $X^2$  test indicated a significant difference in the proportion of TS and PM students who commented that there were other difficult factors in Task 7: Scanning for Specific Information ( $X^2_1 = 5.53$ ,  $df = 1$ ,  $p = .02$ ,  $N = 101$ ). Only 4% of the TS students felt that there were non-linguistic factors, while around 19% of their counterparts felt the same way (see Appendix 18, p. 641 to 642).

A possible reason for this significant difference is that the PM students encountered difficulties in writing the answers in the form of phrases. The majority of these students complained that they did not know how to express their ideas in correct English. One suggested 'There should be a gap-filling activity because I don't know

how to put my ideas into phrases'. Below are some comments from learning journals reflecting concerns about difficulties of writing:

In Unit Three, I felt that I could understand the texts in this unit the most. Even though there were quite a number of unknown words, I could roughly guess their meaning. So I think I have learnt many new words and gained more reading techniques to enable me to understand the text. But this unit contained a lot of open-ended questions. I didn't know how to write. I knew some answers in many tasks, but I was not able to put them into English. So it's boring.

I have learnt more new words and techniques for guessing the meaning of unknown words. But I had difficulties in writing complete sentences.

I have gained more reading proficiency, but my writing was not good. I couldn't write well. I'd like the teacher to give us more advice on writing.

My reading proficiency slightly improved, but my writing was not quite good. I'd like the teacher to focus more on how to put ideas into sentences. About vocabulary, I've learnt more words but not many because I couldn't remember all of them.

My observation notes also refer to the teacher's adaptation of intended task procedures and the insufficient interaction between the teacher and students. Specifically, in Group 1, my observation notes indicated that the teacher did not guide the class through how to focus on selective reading, nor did she model them in how to read for specific information. As a result, all the groups started reading in a word-by-word manner from the very first paragraphs. Additionally, rarely did Teacher A or B ask the students to answer the questions in Thai, as instructed in the Teacher's Manual for the PM materials, but rather expected them to answer the questions in English.

### **11.2.2 Students' perceptions of the units**

Again, Mann-Whitney *U* and chi-square tests were conducted to compare the difference in the TS and PM students' responses in the end-of-unit questionnaires concerning issues of text difficulty, text enjoyment, text understanding, the unit's appearance and task usefulness, interest and difficulty. Analysis of the evaluation of

the units found significant differences between TS and PM students in the areas of perceived text enjoyment, perceived text difficulty and perceived text understanding. These differences in the students' perceptions of those aspects of the two types of modification were consistent throughout the three units.

#### **11.2.2.1 *Movie Makers at Crossroads***

For this unit, the TS students reported significantly greater perceived text understanding than did the PM students ( $U = 673.50$ ,  $z = -2.25$ ,  $p = .02$ ,  $N = 85$ , *two-tailed test*). Around 77% of the TS students felt that they were able to comprehend *Movie Makers at Crossroads* after reading it in class, compared with 52% of the PM students (see Appendix 19, p.662 to 663).

A detailed analysis of responses of TS students provided in the end-of-unit questionnaires reflected the influence of the teacher's help and support, the usefulness of tasks and the ease of language use in the text. On commenting about reasons why they felt they had understood *Movie Makers at Crossroads*, a quarter of the TS students explained that the teacher's help with translation facilitated their comprehension. A sample response is 'Teacher B gradually explained the text step-by-step, moving on from one paragraph to another. This helped build up our text comprehension'. Apart from the support from the teacher, some 21% who believed they had fully understood the text valued the usefulness of the tasks in the unit as contributing to text understanding. Another 12% who reported fully comprehending the text associated that understanding with the ease of language use in the text.

Unfortunately, relatively few PM students provided reasons for their level of text comprehension. Like the TS students, the PM groups considered the help and support of the teacher and the usefulness of tasks to have facilitated their comprehension. Around 14% of the PM students mentioned that the teacher had provided succinct text explanation and translation, the reason why they fully understood the text. Another 12% of these students indicated the usefulness of tasks in the unit, particularly a pre-reading task, as it stimulated them to link their background

knowledge with the text. Responses concerning the strengths of the unit revealed that 19% of the students perceived that a variety of tasks including strategy explanation contributed to an improvement in their overall reading proficiency, yet strikingly, none of the PM students mentioned the ease of language use in the text (see Appendix 19, p.670).

#### **11.2.2.2 Buddhism Thai Style**

The TS and PM students' perceptions of the text difficulty diverged significantly in their evaluations of this unit. Firstly, the TS students had enjoyed the text significantly more than their PM counterparts ( $U = 329$ ,  $z = -3.21$ ,  $p = .001$ ,  $N = 68$ , *two-tailed test*). A total of 60% of the TS students greatly enjoyed *Buddhism Thai Style*, compared with only 24% of the PM students. Conversely, 24% of the PM students criticised the text for not being enjoyable, while only 7% of the TS students expressed that view (see Appendix 19, p.672 to 673).

Reasons provided by the PM students for their unfavourable feelings towards the text reflected the linguistic difficulty and the topic. Some 16% of them found the text difficult due to the vocabulary difficulty. These students were overwhelmed by unfamiliar vocabulary and thus were not able to fully translate the whole text. Again, this suggests that they tend to cope with their reading by relying on lower-text processing rather than higher-text processing to make sense of the text. A few commented about the text topic, which was related to 'religions'. Some sample responses were: 'The text was too academic and stressful', 'The text was related to something we rarely discussed in daily life' and 'The text was not quite interesting'.

A  $2 \times 2$   $\chi^2$  test comparing the proportions of students who perceived the text to be difficult established a significant difference between TS students (33%) and PM students (58%) ( $\chi^2_1 = 4.059$ ,  $df = 1$ ,  $p = .04$ ,  $N = 68$ ). Two major types of linguistic difficulty of the text mentioned by the PM students were the lexical and syntactic. Around half of the PM students complained about the vocabulary and expressions

and some 13% criticised the text for its complicated sentence structures (see Appendix 19, p.673 to 674).

The final aspect of *Buddhism Thai Style* which resulted in a significant difference between the two groups of students was perceived text understanding. Again, the TS students reported significantly better text comprehension than the PM students ( $U = 330.5$ ,  $p = .001$ ,  $N = 68$ , *two-tailed test*). Around 73% of the TS students believed they had understood the text, compared with only 34% of their PM counterparts (see Appendix 19, p.674 to 675).

Responses from both groups confirmed that the help and support from the teacher and the usefulness of tasks facilitated their text comprehension. The significant difference in their perceived text understanding is likely to be associated with their significantly different views of text difficulty, as discussed previously.

### **11.2.2.3 Get Out and Play!**

Significant differences between the TS and PM students' perceptions of text enjoyment, text difficulty and text comprehension were also found in the evaluation of Unit Three *Get Out and Play!* The TS students reported significantly greater text enjoyment than the PM students ( $U = 752$ ,  $z = -1.99$ ,  $p = .05$ ,  $N = 87$ , *two-tailed test*). A total of 90% of the TS students enjoyed reading the text *Get Out and Play!*, compared to 79% of their counterparts (see Appendix 19, p.683 to 684).

In spite of the fact that the TS students expressed significantly more task enjoyment, neither group actually found *Get Out and Play!* uninteresting. Reasons received from both groups for enjoying the text reflected their similarly favourable attitudes towards the text topic. For instance, 28% of the PM students felt that the text was close to their background knowledge, enabling them to understand the text more easily, while 45% of the TS students emphasised the interesting content. One TS student commented, 'The text *Get Out and Play!* was the most enjoyable text of the series of materials. I could learn more about obesity'.

Secondly, a  $2 \times 2 \chi^2$  test established a significant difference in the proportion of students who perceived the text to be difficult ( $\chi^2_1 = 5.48$ ,  $df = 1$ ,  $p = .02$ ,  $N = 87$ ). Interestingly, none of the TS students found it difficult, while 13% of their PM counterparts did. Reasons given by the PM students were difficult vocabulary and complicated sentence structures (see Appendix 19, p.684 to 685).

In relation to the students' perceived text understanding, the TS students claimed significantly greater text understanding than the PM groups ( $U = 688.5$ ,  $z = -2.42$ ,  $p = .02$ ,  $N = 87$ , *two-tailed test*). The respective figures were 93% and 73% (see Appendix 19, p.685 to 686). Again, despite the fact that the TS students perceived that they had significantly better text understanding, neither group of students expressed negative attitudes towards *Get out and Play!* Their responses showed they valued the variety and usefulness of tasks, the help and support from the teacher and the accessibility of the text.

Apart from the significant difference in the students' perceptions of the text, the two groups of students also differed significantly in their perceptions of the interest and difficulty of the task. A Mann-Whitney  $U$  test showed that the TS students were significantly more interested (88%) in the tasks in the unit than were the PM students (64%) (The relevant values were:  $U = 629.5$ ,  $z = -3.16$ ,  $p = .001$ ,  $N = 87$ , *two-tailed test*). Both groups generally had positive opinions of task interest, as none of them complained about any lack of interest. Reasons provided by these two groups of students for their interest in the tasks were the variety of useful tasks, interesting text content and favourable experiences from working in groups (see Appendix 19, p.687 to 688).

The final area in which a significant difference was found in this unit was the students' perceptions of task difficulty. A  $2 \times 2 \chi^2$  test established a significant difference in the proportion of students who perceived the tasks to be difficult ( $\chi^2_1 = 4.15$ ,  $df = 1$ ,  $p = .04$ ,  $N = 87$ ). Around 15% of the TS students mentioned that some

tasks were particularly difficult, compared with 34% of the PM groups (see Appendix 19, p.690 to 691).

### **11.2.3 Summary of comparison of TS and PM types of materials revision**

The evaluation of the units as a whole, using the end-of-unit questionnaires, point to a consistent and significant difference in the TS and PM students' perceptions, particularly in terms of text enjoyment, text difficulty and text understanding throughout the three units. The TS students had significantly more positive attitudes towards text difficulty and perceived text understanding, which they ascribed to more accessible language use in the texts. The suitability of language use in the text appears likely to have resulted in greater perceived text enjoyment.

The difference in the students' perceptions of text difficulty suggests that text simplification contributed to learners' higher perceived text comprehension and increased their motivation and enjoyment, in comparison with the PM materials. However, because of the teachers' adaptations, the PM materials had not been used as instructed in the Teacher's Manual; that is, neither Teacher A nor B remembered to use Thai, particularly in answer elicitation. On the contrary, they expected the students to answer the questions in English. In other words, they implemented the PM materials with basically the same approach as they used with the TS materials.

Neither Teacher A nor B underscored the purpose of the use of Thai or instructed the students to think of and answer the questions in their native language. Therefore, the PM students still assumed that they needed to provide their teachers with correct and complete answers in English. As a result, unsurprisingly, the students' inability to express their ideas in correct English was quite probably an important obstacle for the PM, since they were using materials without textual modifications and without parts of the answers provided in the open-ended tasks.

Despite the significant difference in their perceptions of the units as a whole, the evaluation of the tasks in process generally showed no difference in the TS and PM students' perceptions of the tasks. Clearly, both TS and PM students had positive feelings about the task objectives and task usefulness, since they perceived that the tasks in each unit contributed to improvement in their reading comprehension.

Interestingly, the students' perceptions which emerged from their tasks-in-process evaluations highlight the significance of classroom variables in affecting the way the tasks were used and interpreted in actual situations. Those which most clearly influenced the way the students perceived and worked on the tasks tended to be the teacher's scaffolding, the students' level of task involvement and interactions and the amount of time spent on the tasks. These three elements will inform my recommendations for EAP reading materials design in the concluding chapter.

In the following section, I shall compare and discuss the differences in attitudes to the materials between the groups of students in the first and second cycle of use, to provide insight into the appropriacy of both the original and revised materials to learners' needs and interests.

### **11.3 Quantitative comparison of perceptions of students in first and second cycle of materials evaluation**

#### **11.3.1 Students' perceptions of tasks in process**

The Mann-Whitney  $U$  and Pearson chi-square test, including  $2 \times 2$  and  $2 \times 3$  contingency table analyses, were conducted to investigate any differences in the first- and second-cycle students' perceptions of the tasks in process. In each of the three units revised for the second cycle, the statistical findings revealed significant differences in the perceptions of the students who used the original or the revised versions of the materials.



### 11.3.1.1 Movie Makers at Crossroads

Generally, statistical analysis of the responses in the two cycles established significant differences in various aspects of the focal tasks in Unit One, specifically Task 1: Predicting What the Text will be about from the Title and Lead-in, Task 5: Identifying the Topic Sentence and Topic and Task 6: Intensive Reading. The findings I will report in Table 11.1 indicated that the revised versions used in the second cycle did not contribute to any improvement in their perceptions of the tasks in process, although one must bear in mind that the two cycles of materials were used by different learners and teachers.

Table 11.1: Areas of significant differences between the revised and original versions of materials in Tasks One, Five and Six

Tasks	Areas of significant differences between the 1 <sup>st</sup> and 2 <sup>nd</sup> cycle materials in students' views	Descriptive Statistics
Task One	<ol style="list-style-type: none"> <li>1. <i>Task difficulty</i>: 96% of the 1<sup>st</sup> cycle students criticised the language difficulty, against 85% of the 2<sup>nd</sup> cycle students, and</li> <li>2. <i>Amount of help</i> from the teacher: 47% of the students using the revised versions would have liked extra help, compared with 17% of the students using the original version.</li> </ol>	<ol style="list-style-type: none"> <li>1. <math>X^2 = 8.63, df = 1, p = .001, N = 235</math></li> <li>2. <math>X^2 = 25.70, df = 2, p = .001, N = 235</math></li> </ol>
Task Five	<ol style="list-style-type: none"> <li>1. <i>Task difficulty</i>: 20% of the 2<sup>nd</sup> cycle students criticised the task linguistic difficulty, compared with 9% of the 1<sup>st</sup> cycle students,</li> <li>2. <i>Amount of help</i> from the teacher: 35% of the 2<sup>nd</sup> cycle students would have liked more help, against 23% of the 1<sup>st</sup> cycle students, and</li> <li>3. <i>Amount of time</i> spent on the task: 96% of the 2<sup>nd</sup> cycle students felt they received sufficient time in completing the task, against 80% of the 1<sup>st</sup> cycle students.</li> </ol>	<ol style="list-style-type: none"> <li>1. <math>X^2 = 6.14, df = 2, p = .05, N = 244</math></li> <li>2. <math>X^2 = 4.27, df = 1, p = .04, N = 244</math></li> <li>3. <math>X^2 = 13.82, df = 1, p = .001, N = 244</math></li> </ol>

Task Six	<ol style="list-style-type: none"> <li>1. <i>Task objectives</i>: 86% of the 1<sup>st</sup> cycle students found that Task 6 had met their needs in reading, compared with 66% of the 2<sup>nd</sup> counterparts,</li> <li>2. <i>Task difficulty</i>: 24% of the students using the revised versions perceived the task to be too difficult, against 12% of the students using the original version, and</li> <li>3. <i>Amount of help</i> from the teacher: 39% of the 2<sup>nd</sup> cycle students would have liked extra help, compared with 11% of their 1<sup>st</sup> cycle counterparts.</li> </ol>	<ol style="list-style-type: none"> <li>1. <math>U = 4269, z = -5.19, p = .001, N = 231</math>, two-tailed test</li> <li>2. <math>X^2 = 5.87, df = 2, p = .05, N = 231</math></li> <li>3. <math>X^2 = 23.76, df = 2, p = .001, N = 231</math></li> </ol>
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### 11.3.1.2 Buddhism Thai Style

The statistical findings related to the difference in the first- and second-cycle students' perceptions of the tasks in process in Unit *Buddhism Thai Style* matched the ones in the first unit. That is, the significant differences were mainly established in the students' perceptions of the amount of help, the linguistic difficulty and the task objectives in Task 2: Guessing Meaning of Unknown Words from Context, Task 7: Understanding the Writer's Intention and Task 8: Inferring the Writer's Implicit Ideas, as summarised in Table 11.2.

Table 11.2: Areas of significant differences between the revised and original versions of materials in Tasks Two, Seven and Eight

Tasks	Areas of significant differences between the 1 <sup>st</sup> and 2 <sup>nd</sup> cycle materials in students' views	Descriptive Statistics
Task Two	1. <i>Amount of help</i> from the teacher: 35% of the 2 <sup>nd</sup> cycle students would have liked extra help more than their 1 <sup>st</sup> cycle counterparts (9%)	1. $X^2_I = 12.22, df = 2, p = .001, N = 178$
Task Seven	<ol style="list-style-type: none"> <li>1. <i>Task objectives</i>: 67% of the 1<sup>st</sup> cycle students expressed that the task had met their needs in reading, compared with 52% of the 2<sup>nd</sup> cycle students,</li> <li>2. <i>Task enjoyment</i>: 41% of the 1<sup>st</sup> cycle students perceived the task to be enjoyable, against 30% of the 2<sup>nd</sup> cycle students.</li> <li>3. <i>Task difficulty</i>: 44% of the 2<sup>nd</sup> cycle students criticised the language</li> </ol>	<ol style="list-style-type: none"> <li>1. <math>U = 2965, z = -2.49, p = .01, N = 174</math>, two-tailed test</li> <li>2. <math>U = 3053, z = -2.24, p = .02, N = 174</math>, two-tailed test</li> <li>3. <math>X^2_I = 8.76, df = 1, p = .001, N = 174</math></li> </ol>

	<p>difficulty, compared with 22% of the 1<sup>st</sup> cycle students, and</p> <p>4. <i>Amount of help</i> from the teacher: 33% of the 2<sup>nd</sup> cycle students would have liked extra help, against 9% of the 1<sup>st</sup> cycle students.</p>	<p>4. <math>X^2_I = 14.51, df = 2, p = .001, N = 174</math></p>
Task Eight	<p>1. <i>Task objectives</i>: 71% of the 1<sup>st</sup> cycle students felt that the task had met their needs in reading, against 52% of the 2<sup>nd</sup> cycle students,</p> <p>2. <i>Task difficulty</i>: 29% of the 2<sup>nd</sup> cycle students perceived the task to be too linguistically difficult, against 14% of the 1<sup>st</sup> cycle students, and</p> <p>3. <i>Amount of help</i> from the teacher: 27% of the 2<sup>nd</sup> cycle students would have liked more help, compared with 13% of the 1<sup>st</sup> cycle students.</p>	<p>1. <math>U = 2956.5, z = -2.83, p = .01, N = 176, two-tailed test</math></p> <p>2. <math>X^2_I = 5.27, df = 1, p = .02, N = 176</math></p> <p>3. <math>X^2_I = 5.02, df = 1, p = .03, N = 176</math></p>

### 11.3.1.3 Get Out and Play!

In this unit, much like Units One and Two, consistent and significant differences were established in the students' attitudes about the amount of help from the teacher, the task objectives and the language difficulty in Task 3: Outlining, Task 4: Critical Reading and Task 10: Intensive Reading, as shown in Table 11.3.

Table 11.3: Areas of significant differences between the revised and original versions of materials in Tasks Three, Four and Ten

Tasks	Areas of significant differences between the 1 <sup>st</sup> and 2 <sup>nd</sup> cycle materials in students' views	Descriptive Statistics
Task Three	<p>1. <i>Task objectives</i>: 83% of the 1<sup>st</sup> cycle students felt that the task had met their needs in improving their reading, against 70% of the 2<sup>nd</sup> cycle students, and</p> <p>2. <i>Amount of help</i> from the teacher: 22% of the 2<sup>nd</sup> cycle students would have liked more help, against 2% of the 1<sup>st</sup> cycle students.</p>	<p>1. <math>U = 3321, z = -2.32, p = .02, N = 181, two-tailed test</math></p> <p>2. <math>X^2_I = 15.26, df = 1, p = .001, N = 181</math></p>
Task Four	<p>1. <i>Task objectives</i>: 75% of the 1<sup>st</sup> cycle students reported that the task objectives had met their needs, compared with 59% of the 2<sup>nd</sup> cycle students,</p> <p>2. <i>Task difficulty</i>: 10% of the 2<sup>nd</sup> cycle students found the task too</p>	<p>1. <math>U = 2973, z = -2.09, p = .04, N = 169, two-tailed test</math></p> <p>2. <math>X^2_I = 9.21, df = 2, p = .01, N = 168</math></p>

	linguistically difficult, while none of the 1 <sup>st</sup> cycle students felt that way, and 3. <i>Amount of help</i> from the teacher: 18% of the 2 <sup>nd</sup> cycle students felt they would have liked more help, against 5% of the 1 <sup>st</sup> cycle students.	3. $X^2_1 = 8.01, df = 2, p = .02, N = 168$
Task Ten	1. <i>Amount of help</i> from the teacher: 19% of the 2 <sup>nd</sup> cycle students expressed their needs for extra help, compared with 6% of their 1 <sup>st</sup> cycle counterparts.	1. $X^2_1 = 6.65, df = 2, p = .04, N = 185$

### 11.3.2 Students' perceptions of the units as a whole

Unlike the comparison of the first- and second-cycle students' perceptions of the tasks in process, the statistical findings generally showed no significant differences in these two groups of students' perceptions of the units as a whole. The only significant difference which appeared to distinguish the original and revised versions of materials was found in the students' opinions of the unit's appearance throughout the three units. Table 11.4 summarises the significant differences established in each unit.

Table 11.4: Areas of significant differences between the revised and original versions of materials in Units One, Two and Three

Units	Areas of significant differences between the 1 <sup>st</sup> and 2 <sup>nd</sup> cycle materials in students' views	Descriptive Statistics
Unit One	1. <i>Physical production</i> : 90% of the 2 <sup>nd</sup> cycle students perceived the unit's appearance to be attractive, against 50% of their 1 <sup>st</sup> cycle counterparts.	1. $X^2_1 = 57.01, df = 1, p = .001, N = 216$
Unit Two	1. <i>Physical production</i> : 93% of the 2 <sup>nd</sup> cycle students found the unit's appearance attractive, compared with 74% of the 1 <sup>st</sup> cycle students, 2. <i>Task interest</i> : 67% of the 1 <sup>st</sup> cycle students found the tasks in the unit appealing, against 47% of the 2 <sup>nd</sup> cycle students, and 3. <i>Task usefulness</i> : 79% of the 1 <sup>st</sup> cycle students perceived the tasks in the unit to be useful to their reading, compared with 60% of the 2 <sup>nd</sup> cycle students.	1. $X^2_1 = 8.30, df = 1, p = .01, N = 125$ 2. $U = 1575, z = -1.98, p = .05, N = 125, two-tailed test$ 3. $U = 1558, z = -1.96, p = .05, N = 124, two-tailed test$

Unit Three	1. <i>Physical production</i> : 97% of the 2 <sup>nd</sup> cycle students found the unit's appearance attractive, against 87% of the 1 <sup>st</sup> cycle students.	1. $X^2_1 = 4.73, df = 1, p = .03, N = 158$
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### 11.3.3 Summary of students' perceptions of original and revised materials

Although the students in the first cycle had significantly more positive opinions of task objectives, language difficulty and amount of help from the teacher through the tasks-in-process evaluations, it would be difficult to conclude that the original materials promoted better learners' perceptions than the revised materials, given the fact that the materials were implemented with different groups of learners and by different teachers at a different time, in different teaching and learning situations.

Because materials are considered cultural artefacts, involving aspects of classroom interactions and background, values and beliefs of learners and teachers (Breen and Candlin, 1987; Breen, 1989; Littlejohn, 1998; Tomlinson, 2003a), including experiences with the teacher, students' motivation, classroom atmosphere and learning and teaching styles, one cannot simply view them as the sole cause of the significant differences in the students' perceptions. It appears to me that the differences in the students' opinions are likely to reflect differences in teachers and students' beliefs and learning and teaching styles, as well as the differences in the two materials.

Among these variables, according to the findings from all types of evaluative materials, the individual teachers' approach seemed to be the most influential factor affecting the students' perceptions of the tasks, as well as their behaviour in working on them, as discussed in Chapters 7, 8 and 10. In Tables 11.1-11.3, it is clear that the amount of help from the teacher was interrelated with the students' perceptions of task objectives, task enjoyment and task difficulty. Specifically, the second-cycle students expressed a need for extra help from the teacher significantly more than their first-cycle counterparts throughout the three units. Clearly, they also had

significantly less task enjoyment and less satisfaction with task objectives and found the tasks significantly more difficult than the first-cycle students.

This underlines the significance of the teacher's scaffolding in the classroom context, and thus the teacher's pedagogic style had a great effect on the differences in the students' perceptions. When receiving careful step-by-step scaffolding, the students tended to cope with the tasks more easily, and thus became more motivated to persevere with their reading and to contribute to classroom activities. Conversely, insufficient scaffolding from the teacher tended to increase students' perceptions of task and text difficulty as well as their little task involvement, preventing them from fully practising their reading strategies and from discussing the text meaning in both whole-class and small-group activity, due to their lack of task and text understanding. To improve the quality of teaching and learning in the classroom context, materials evaluation should not only take into account the overall judgement of the elements in the materials, but also other classroom variables during the materials in use.

In terms of the units as whole, it seems that the only consistent and significant difference found in the end-of-unit questionnaires I can conclude is their reactions to the unit's appearance. The more colourful illustrations and changes in the layout of the units in the revised materials led to significantly more students from the second cycle finding the unit attractive and feeling that the illustrations and attractive layout increased their motivation.

Overall, even though there was no significant difference in the first- and second-cycle students' views about the level of difficulty in the end-of-unit evaluations, my observation notes and analysis of the questionnaires show no apparent confusion or lack of understanding of task purpose in the second cycle, as opposed to the reactions of students in the first cycle, as discussed in section 7.3.5. Presumably due to the provision of purposes for reading and importance of task and strategies, the students using the revised materials were more aware of the importance of the pre-reading tasks and seemed to cope with their reading with clearer reading purposes by being

more determined to extract the important points of the text in the reading discussion task, whereas there was evidence that their first-cycle counterparts felt confused with the task procedures and expressed their lack of purposes for reading and working on the tasks, as seen in Chapters 7 and 8. Below are extracts from interviews with second-cycle students revealing their clear understanding of how to read and employ strategies:

**35 R:** And what about your way of reading now? Can you tell me how you read the text?

**36 P:** For me, before I started taking this course, I tended to read every single word <Laughs>. I read each word in the text. Well, I realised that I read at a very slow speed. But now I stop doing that. I try to skim through the text; in other words, I skip unnecessary details and look for the main points instead. (see Appendix 29, p.2)

**75 R:** But at least you know how to cope with your reading.

**76 C:** Yes. I always tell myself not to read every single word. When I read that way, I felt very annoyed and told myself to skip some details and keep relating some ideas together. (see Appendix 29, p.7)

**65 R:** Now, how do you feel about strategy-based materials, the ones you have experienced so far?

**66 J:** I think they're helpful. The ways to guess the meaning of unknown words from context are helpful. Well, before I took this course, if I came across unknown words, I tended to skip them, because I didn't know how to guess their meaning. But now I know how to cope with the unknown words, and this strategy helps me understand the text better. (see Appendix 29, p.24)

#### **11.4 Quantitative effects on reading performance**

My focus in this section will be on an investigation into any differences in the effects of the strategy instruction on reading performance of the TS and the PM students. To establish whether one type of materials revision, the TS or PM versions, contributed to better improvement in the students' reading performance, independent t-tests were conducted to compare the two groups' mean scores on pre-and post-tests. Paired-samples t-tests were also conducted to evaluate whether or not there was significant improvement in the students' reading test scores, following participation in classes designed to improve both perceptions of the materials and also reading performance.

First, I will discuss the pre-reading scores of the TS and PM students to provide an insight into their reading proficiency prior to taking the reading classes. An independent-samples t-test showed no significant difference in scores for the TS students ( $M = 9.71$ ,  $SD = 3.07$ ) and the PM students ( $M = 10.19$ ,  $SD = 2.74$ ;  $t_{(99)} = .83$ ,  $p = .41$ , *two-tailed test*,  $d = .48$ ). Table 11.5 shows the statistical details of the students' pre- and post-test means.

Table 11.5: Pre- and post-test means: Descriptive statistics

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test Scores (PM & TS)	Equal variances assumed	.939	.335	.826	99	.411	.478	.579	-.670	1.626
	Equal variances not assumed			.823	96.038	.412	.478	.581	-.674	1.631
Post-Test Scores (PM & TS)	Equal variances assumed	2.851	.094	-.558	99	.578	-.345	.619	-1.573	.882
	Equal variances not assumed			-.561	97.422	.576	-.345	.615	-1.566	.876

After the completion of Unit Three: *Get Out and Play!*, the post-test was administered. Again, an independent-samples t-test revealed no significant difference in scores for the TS students ( $M = 11.65$ ,  $SD = 2.79$ ) and the PM students ( $M = 11.31$ ,  $SD = 3.37$ ;  $t_{(99)} = -.56$ ,  $p = .58$ , *two-tailed test*,  $d = -.35$ ). The magnitude of the differences in the means was very small (eta-squared = .003). Therefore, neither of the two types of materials revision outperformed either in terms of the students' reading scores at the completion of the final unit (see Table 11.5).

In addition to the application of independent t-tests, paired-samples t-tests indicated significant improvement in the TS and PM students' reading scores. Specifically, a paired-samples t-test revealed statistically significant improvement in the TS students' reading scores from the pre-test ( $M = 9.71$ ,  $SD = 3.07$ ) to the post-test ( $M = 11.65$ ,  $SD = 2.79$ ;  $t_{(48)} = -5.08$ ,  $p = .001$ , *two-tailed test*,  $d = 0.63$ ). The eta-squared



statistic (.35) also indicated a large effect size. Table 11.6 shows the statistical details of the impact of the TS version of materials revision on the students' reading scores.

Table 11.6: Progress in reading of the PM and TS groups

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Scores (PM) - Post-Test Scores (PM)	-1.115	3.104	.430	-1.979	-.251	-2.591	51	.012
Pair 2	Pre-test Scores/(TS) - Post-Test Scores/(TS)	-1.939	2.672	.382	-2.706	-1.171	-5.078	48	.000

Likewise, a paired-samples t-test disclosed statistically significant improvement in the PM students' reading scores from the pre-test ( $M = 10.19$ ,  $SD = 2.74$ ) to the post-test ( $M = 11.31$ ,  $SD = 3.37$ ;  $t_{(51)} = -2.59$ ,  $p = .01$ , *two-tailed test*,  $d = 0.41$ ). The eta-squared statistic (.12) also indicated a large effect size (see Table 11.6).

To analyse the students' progress in depth, I conducted the statistical procedures with each group. Starting with the students in Group 1, where Teacher A used the PM materials, a paired-samples t-test revealed statistically significant improvement in the PM students in Group 1 from the pre-reading ( $M = 11.83$ ,  $SD = 2.69$ ) to the post-reading test ( $M = 13.25$ ,  $SD = 3.12$ ;  $t_{(23)} = -2.42$ ,  $p = .02$ , *two-tailed test*,  $d = .53$ ). The eta-squared statistic (.20) also indicated a large effect size. Table 11.7 shows the statistical details of the impact of the two types of materials revision on the students in all groups' reading scores.

Table 11.7: Progress in reading of students in Groups 1 to 4

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Scores/Group 1 (PM) - Post-Test Scores/Group 1 (PM)	-1.417	2.858	.583	-2.623	-.210	-2.429	23	.023
Pair 2	Pre-test Scores/Group 2 (PM) - Post-Test Scores/Group 2 (PM)	-.857	3.330	.629	-2.148	.434	-1.362	27	.184
Pair 3	Pre-Test Scores/Group 3 (TS) - Post-Test Scores/Group 3 (TS)	-1.160	2.911	.582	-2.362	.042	-1.993	24	.058
Pair 4	Pre-Test Scores/Group 4 (TS) - Post-Test Scores/Group 4 (TS)	-2.750	2.172	.443	-3.667	-1.833	-6.203	23	.000

In Group 3, the TS group for which Teacher A was responsible, a paired-samples t-test showed no significant improvement in the students' scores from the pre-test ( $M = 11.60$ ,  $SD = 2.89$ ) to the post-test ( $M = 12.76$ ,  $SD = 2.74$ ;  $t_{(24)} = -1.99$ ,  $p = .06$ , *two-tailed test*,  $d = .40$ ). The eta-squared statistic (.14) indicated a large effect size.

The remaining groups, Groups 2 and 4, were taught by Teacher B, who decided to use the PM with the former and the TS with the latter. A paired-samples t-test indicated that the students in Group 2 showed no significant improvement in their reading scores from the pre-test ( $M = 8.79$ ,  $SD = 1.87$ ) to the post-test ( $M = 9.64$ ,  $SD = 2.64$ ;  $t_{(27)} = -1.36$ ,  $p = .18$ , *two-tailed test*,  $d = .45$ ). The eta-squared statistic (.06) also indicated a moderate effect size.

Unlike Group 2, Group 4's test scores showed statistically significant improvement in reading scores from the pre-test ( $M = 7.75$ ,  $SD = 1.77$ ) to the post-test ( $M = 10.50$ ,  $SD = 2.40$ ;  $t_{(23)} = -6.20$ ,  $p = .001$ , *two-tailed test*,  $d = 1.55$ ). The eta-squared statistic (.62) indicated a large effect size.

In sum, even though one each of Teacher A and Teacher B's classes, Group 3 (TS) and Group 2 (PM), showed no significant improvement in their reading scores, the analysis showed that the students in Groups 3 and 2 did gain higher means in the post-test, although not to a significant degree ( $<.05$ ). The slight differences in post-

test scores between the classes might be caused by differences in specific teaching and learning situations, including the teacher's distinct styles of instruction and learners' interactions, as discussed in section 11.2.3.

### **11.5 Summary of quantitative effects on reading performance**

In brief, the results of the students' pre-and post-tests support the perceptions of both groups of students' that they had made progress in reading, over approximately six weeks of materials implementation and instruction. It is clear that students using both types of materials, text simplification and procedural modification, made significant improvements in reading performance. When examined on a class-by-class basis, it is seen that two of the four teaching groups (Groups 1 and 4) made statistically significant improvements, and that a third (Group 3) achieved a level of improvement very close to the conventional 0.05 level. Given the statistical findings, neither of the two types of materials revision outperformed the other. This suggests that the TS and PM materials led to significantly better reading performance to a similar degree, in terms of progress. The findings on students' perceptions of the tasks and units as a whole and on their reading performance, discussed in this chapter as well as Chapters 7 and 8, will lead to final conclusions, implications and recommendations for EAP reading materials development, which I shall discuss in greater detail in the following chapter.

## CHAPTER 12

### Conclusion

#### 12.1 Introduction

In this concluding chapter, I shall summarise the findings obtained from the two cycles of materials evaluation which emerged from all evaluative materials—the tasks-in-process and end-of-unit questionnaires, learning journals, interviews, classroom observation notes and pre- and post-tests. I will also point out some limitations of the study, before moving on to discuss the implications and my recommendations for EAP reading materials development.

#### 12.2 Review of the first-cycle findings

The present study has established the strengths and weaknesses of the first-cycle materials in various aspects of the tasks in process and the overall components of the materials as a whole, in terms of the selection of reading strategies, reading texts and collaborative and pedagogical tasks, including the materials' physical production. The review of these issues will follow the order of the research questions. As shown in Chapter 5, my research questions 1 to 3 attempted to explore the views of the first-cycle students on the original six units of material. The findings obtained from the first-cycle evaluations led to two types of modification implemented in the second cycle.

##### 12.2.1 Research question 1

1. To what extent had the 'tasks-as-workplan' in the reading materials designed for the *Reading for Information* course worked in terms of learning objectives, task content, task procedures, learners' contributions to the tasks and task situation?

### **12.2.1.1 Task objectives**

Overall, the students in the first cycle expressed great satisfaction with the task objectives throughout the six units. The strikingly high student perception of task objective satisfaction, elicited in the tasks-in-process questionnaires, was also supported by other written responses and by students' reflections on their learning, as shown in section 7.2.2. The students believed that the tasks had promoted their reading performance and provided them with opportunities to practise, to apply strategies in the specific context of reading, to learn more new vocabulary and to develop greater awareness of strategy use.

### **12.2.1.2 Task content**

In relation to the task's subject matter, a high percentage of first-cycle students agreed that the subject matter they were asked to discuss and read in each particular task was closely related to their background knowledge and to their personal interests, particularly the topic related to entertainment. The students were motivated to read the text, since they were able to associate part of the text with their personal experiences, enabling them to cope with the text with more ease.

However, in terms of the degree of task linguistic difficulty, due to poor knowledge of vocabulary and grammar, the first-cycle students had difficulties in phrasing their ideas in correct English, particularly in the open-ended and discussion tasks. The students complained that the open-ended tasks, which required them to write the answers in complete sentences, exacerbated the task difficulty. They said having to express their ideas in English affected their task enjoyment, as outlined in Chapters 7 and 8. The fact that they did not know how to express their ideas in English led the teacher to assume that they had not understood the text. The mismatch between the task type and the students' proficiency meant the teachers spent time focusing on the micro-level of a task, distorting the task purpose from obtaining information from the text into writing grammatically correct sentences. This leads me to believe that the

open-ended tasks requiring written answers in complete sentences negatively affected the students' degree of motivation, self-esteem and task performance.

In addition to the first-cycle students' difficulties in self-expression in English, the tasks-in-process evaluations throughout reflected their perceived task difficulty in terms of lexical and syntactic complexity. They specifically complained about the use of technical vocabulary in Units Three: *Buddhism Thai Style* and Five: *Cloning Isn't the Big Issue*, and this seemed to prevent them from fully understanding the text, despite their background knowledge, and to lead them to process the texts in a word-by-word manner.

### **12.2.1.3 Task procedures, purposes and strategy explanation**

As shown in Chapters 7 and 8, the first-cycle students showed signs throughout of being unclear about task procedures and purposes, which reduced their task enjoyment and caused confusion over what they were expected to do. In addition, they did not view pre-reading tasks, such as predicting and relating background knowledge to the text topic, as helpful to improving their understanding of the texts. This prevented them from contributing to discussion in the pre-reading tasks and might be the reason why they could not fully rely on their background knowledge when confronting some difficulties in the text.

Moreover, they also reported encountering difficulties in making inferences; some students commented that they were not even certain of what inferences were. They were therefore not able to distinguish between the acts of inferring and restating. It might be that the materials did not provide succinct explanation of what, why and how to infer. Finally, in text discussion tasks, since no clear purposes for reading were identified in the materials, the students tended to lose direction in reading, and were unable to select and apply appropriate strategies effectively.

#### **12.2.1.4 Learners' contributions**

Students' responses to all types of questionnaires and learning journals showed strikingly that they fully participated in 'collaborative work', relying on their current knowledge and skills, and regarded it as facilitative to text understanding and task achievement, as it was a channel in which they could exchange, discuss, ask, challenge, argue, clarify and explain their ideas with others, as seen in Chapters 7 and 8. They believed that they were able to make the most of collaborative work, learning something new, particularly when every member contributed to group discussions and when they were able to reach consensus on the task outcomes. The few who objected to group work explained that they were not able to reach agreement or to reconcile the many distinct ideas among members. They preferred to select their group members of their own accord and to continue working with them, and expressed their dissatisfaction when the teachers instructed them to re-group. It might be that familiarity with other peers in the group can encourage them to contribute to task discussion and outcomes.

#### **12.2.1.5 Issues related to task situations**

Three major areas related to task situations—time, teachers' scaffolding and classroom interactions—were found to be relatively problematic in the first cycle. It was likely that these three problematic areas were interconnected and had an impact on the students' motivation, as well as on their task and reading performance. Even though the variety of tasks was seen as one of the strengths of the materials and contributory to a better motivational atmosphere, the students and teachers worked on the tasks under time pressure, since there were too many multi-item tasks. The insufficient amount of time prevented the students from making the most of their opportunities to interact and to practise applying strategies in authentic situations.

In light of the insufficiency of time, the students tended to need extra help and explanation from the teacher, particularly in difficult tasks such as 'inferring' and 'reading tasks'. However, again due to the time pressure, the teachers appeared to

carry out the tasks in a rushed manner, particularly in the last unit, to ensure that they could complete everything in time. This combination of lack of time and sufficient assistance from the teacher may also have decreased their task enjoyment.

In fact, teachers' scaffolding, one of the most influential variables in the classroom context, also seemed to be interrelated with the students' perceived task difficulty throughout (see Chapters 7 and 8). Without clear and sufficient scaffolding from the teacher, the students encountered difficulties in applying appropriate strategies and in understanding the text meaning. They also expressed uncertainty as to how to work on the tasks and apply strategies; even though in some cases they had the correct answers, teachers' comments were much needed. The teacher's help is thus also related to learners' confidence in strategy use, maximising their chances of individualising appropriate strategies at later stage. Conversely, the inappropriate level of task difficulty led the students to feel an additional need for help from the teacher. This leads me to believe that teachers' scaffolding represent an essential part of materials development, as support from the teacher is highly related to learners' motivation and their task achievement in classroom situations.

The final variable which tended to be interrelated with time and teachers' scaffolding was classroom interaction. Due to the time constraints, the students complained about an insufficient amount of interaction with peers in some tasks, and this negatively affected their motivation and reduced their chances of internalising the text meaning and appropriate use of strategies. Lack of interaction also led to their extra need for support from the teacher, which was again related to their little task enjoyment and dissatisfaction with task difficulty.

### **12.2.2 Research question 2**

2. To what extent had the units as a whole been successful in responding to the students' needs and interests in terms of selections of reading strategies, of reading texts and of pedagogical tasks?



### 12.2.2.1 Selection of reading strategies

The first-cycle students felt that meta-cognitive strategies, including asking oneself *wh*-questions, evaluating one's action and thinking of ways to remedy one's difficulties, and cognitive strategies, particularly extracting the main idea, predicting the text by making use of markers, guessing meaning of unknown words from context, skimming and inferring the writer's implicit ideas, were useful to their text comprehension and to their improved reading performance, as they directed them through what they should do when coping with L2 texts. They valued the role of the instructional tasks in that they gradually built up the students' reading proficiency.

Although the materials had been successful in increasing the students' awareness of appropriate strategies, they did not yet feel competent in applying higher-level processing strategies in a specific reading context. This inability might be influenced by their L1 reading habits, as outlined in Chapter 4. When reading in Thai, they tend to rely on bottom-up strategies in constructing the meaning, due to the distinct features of Thai text structure. As reading habits are difficult to extinguish, it would take some time before new strategies could be employed consistently and gradually become habitual behaviours (Macaro, 2006). Other variables which could also affect the students' use of appropriate strategies included limited scaffolding from the teacher, inappropriate level of text and task difficulty and lack of clarity of task purposes and procedures, as outlined in section 12.2.1.

### 12.2.2.2 Selection of reading texts

Overall, the topics of the selected reading texts were perceived to be enjoyable and motivational, since they were not only interesting but also related to students' background knowledge and personal experiences. However, similar to the findings on the first research question, the students complained about the lexico-grammatical difficulties of the texts throughout, particularly *Buddhism Thai Style* and *Cloning Isn't the Big Issue*, which very few could handle independently without the teacher's scaffolding. It was surprising to me that the students complained about a lack of

sufficient prior knowledge relevant to *Buddhism Thai Style*; presumably their limited language proficiency, the use of technical vocabulary and their lack of clear understanding of the purpose of a pre-reading task impeded them from resorting to their background knowledge and other higher-level processing strategies. Less surprisingly, the same applied to *Cloning Isn't the Big Issue*.

### **12.2.2.3 Pedagogical tasks**

The learning tasks in the first cycle were generally perceived to be interesting; the high percentage of students viewed the tasks in the units as appealing, as discussed in Chapter 7. The students believed that the tasks were enjoyable and useful, and considerably valued the collaborative tasks, or small groups, though individual work appealed only to a minority. However, there were occasional complaints about insufficient time to complete their reading and the tasks independently and collaboratively. This resulted in their ineffective contribution to the task outcomes and their group work.

Additionally, a high level of satisfaction with task sequences was established throughout. The students explained that the tasks (pre-, while- and post-reading tasks) in each unit were arranged from the easiest to the most difficult, gradually scaffolding them to achieve the text meaning. Similar to the results from the tasks-in-process evaluations, the end-of-unit evaluations reflected the students' dislike of working on open-ended tasks, as they had great difficulties in expressing their ideas in English.

### **12.2.2.4 Physical Production**

It was apparent that the first-cycle students were not satisfied with the units' appearance throughout the series of materials. Almost half of the students criticised the lack of colourful illustrations relevant to the text topic and the density of the print. This also affected the students' degree of motivation and interest in the materials.

### **12.2.3 Research question 3**

3. To what extent did learners perceive the use of Thai or English, as a means of instruction and discussion in the EAP reading classroom context, to be useful to text understanding?

#### **12.2.3.1 Use of L1 or L2**

As seen in Chapter 7, the students from the classes where Thai was used as the means of instruction, explanation and text discussion had significantly better perceived text understanding than those from the classes using English. The Thai groups explained that the use of L1 facilitated their text understanding. The students thought their L1 was the best means of communication among classmates and between themselves and the teacher; they were able to clearly understand, translate difficult vocabulary, explain their ideas, ask for clarification and regulate their own actions through their shared mother tongue. As an affective strategy, the students also used their L1 to increase intersubjectivity within their group by occasionally talking about off-task matters. By comparison, the students from the English classes did not mention the association between L2 and text understanding at all, but instead linked L2 with their opportunities to improve communicative competence. Some students were motivated to use English in their reading class in the hope of developing their speaking and listening skills, rather than their text comprehension.

### **12.3 Remarks on the first-cycle findings**

Given the first-cycle students' responses, it became clear to me that the following variables were closely associated with these undergraduates' motivation in the EAP reading course: 'teachers' scaffolding', 'text linguistic difficulty', 'open-ended tasks' requiring them to express their ideas in sentences in English, 'text topics', 'classroom interactions', 'amount of time', 'clarity of task purpose and procedures', 'use of L1' and 'physical production'. Lack of any one of these variables was likely to negatively affect the way the students felt towards the tasks and materials and their learning opportunities, including their chances of developing their strategy use.

Students' reading progress was not taken into account in the first cycle, as I placed more emphasis on the learners' motivation, which tended to have a long-lasting effect on their L2 reading habit. Once motivated by the reading materials, they would attempt to persevere with their reading both inside and outside the class, maximising their learning opportunities and self-development in the long run. Progress may take time to occur, whereas motivation is regarded as the cornerstone of learning processes, encouraging learners to actively engage in reading activity and—over time—contributing to improvement.

Bearing all these variables in mind, I decided to make two types of modifications to the second-cycle materials (TS and PM versions), and the Teacher's Manual, which I implemented in the following academic year. The TS materials featured text simplification and short-answer response format, whereas the PM versions made use of L1 in answer elicitation, text discussion activity and strategy explanation and instructions throughout. I also provided clearer task purposes and procedures, sufficient amount of time, colourful illustrations and less dense print and step-by-step scaffolding for the teachers in both types of materials and in the Teacher's Manual. The findings related to the second cycle use will be reviewed in the following sections.

#### **12.4 Review of the second-cycle findings**

The second-cycle evaluations involved the exploration of various aspects of tasks and the materials, with an emphasis on comparison of the TS and PM students' perceptions of the tasks in process and the materials as a whole. The TS and PM students' progress was also investigated with the use of pre- and post-tests to explore whether the revised versions could promote progress. These findings were used to supplement the responses emerged from the qualitative type of evaluation materials.

The second-cycle findings showed a similar overall suitability and inadequacy of the revised materials, the TS and PM materials, to that of the first-cycle materials (see Chapters 7 and 8). As seen in Chapter 11, the students using both types of materials responded positively to five aspects: the selection of meta-cognitive and cognitive

strategies, collaborative work, task usefulness, and the variety of tasks and the text topics. According to my observations, coupled with the students' responses to the questionnaires, learning journals and interviews, what distinguished the original from the revised materials was that the second-cycle students worked on the tasks without time pressure; had clearer purposes for reading and discussion; and expressed great satisfaction with the materials' physical appearance. This suggests they had sufficient interactions with peers and to work on the tasks with clear purposes. Confusion over the task procedures emerged only rarely found in their responses (see Appendices 18 and 19).

Nonetheless, similar to the first-cycle evaluation, they criticised the texts for being too linguistically difficult, particularly *Buddhism Thai Style*. The students' responses from the end-of-unit questionnaires also revealed their lower interest about Buddhism, as compared with the other two texts' subject matter. This suggests that the presence of technical vocabulary in a text and students' lack of interest in the text topic can negatively affect their attitudes towards text difficulty, as well as their ability to employ higher-level processing strategies, to compensate for lexico-grammatical difficulties. As discussed in Chapter 10, students' perceptions of text difficulty seemed to be interconnected with their perceived text enjoyment, task interest and task usefulness.

Like the first-cycle evaluations, the teachers' scaffolding and task adaptation were also likely to relate to how the second-cycle students felt and worked on the tasks. It was clearly seen in the PM classes, where the teachers did not use Thai as means of answer elicitation as instructed in the Teacher's Manual, nor did they emphasise the importance of the use of L1. As a result, the PM students encountered difficulty expressing their ideas in correct English; they ascribed this to their limited knowledge of vocabulary and grammar and to insufficient help from the teacher. Additionally, as seen in Chapter 11, a subdued classroom atmosphere was consistently reported, due to the teacher's insufficient explanation and lack of task involvement. These two reasons linked with the students' lack of motivation to participate in classroom discussions.

### 12.4.1 Research question 4

4. Which type of materials modification, the text simplified (TS) or the procedural modified (PM) versions, contributed to learners' better perceptions of the tasks and the units as a whole?

#### 12.4.1.1 Qualitative comparison between the TS and PM materials

The TS and PM students' perceptions of the tasks in process were virtually the same, with significant differences in only four out of twelve focal tasks in the materials. The TS students tended to have more positive views about the tasks than did their counterparts. Responses made by the TS students still focused on language difficulties, however, as well as task complexity, while the PM students complained more about time limitations. As outlined in detail in section 11.2, the TS students' difficulties were partly influenced by the teacher's task adaptation and the students' differences in learning styles, as well as the materials themselves.

Another significant difference to emerge was that the TS students reported more task enjoyment and less language difficulty than did their counterparts. In relation to the task enjoyment, the PM students reported dissatisfaction with the amount of teacher scaffolding, resulting in a poor classroom atmosphere; in addition, both PM classes ascribed their lack of task enjoyment to their difficulties in verbalising their ideas in correct sentences in English. It might be that the teachers did not underscore the importance and purposes of using Thai, nor did they expect the students to answer the questions in their first language.

In the analysis of the end-of-unit questionnaires, I found consistent and significant differences in the TS and PM students' perceptions of text enjoyment, text difficulty and text understanding throughout the three units. The students using the TS materials perceived the texts to be significantly more enjoyable and less linguistically difficult than did the PM students. Additionally, as a result of more accessible texts, the TS students believed that they had significantly greater text understanding, as seen in section 11.1.2. This suggests that the TS materials promoted greater

motivation in terms of text enjoyment, text difficulty and text understanding, although one must bear in mind that there was not consistent use of Thai in answer elicitation in the PM versions. These three aspects were interlinked, as the more accessible the text becomes, the more likely learners are to find it enjoyable and easy to understand.

#### **12.4.2 Research question 5**

5. Did the revised versions, TS or PM, create greater positive learners' perceptions of the materials than did the original version in the first cycle?

##### **12.4.2.1 Comparison between the original and the revised materials**

The first-cycle students had significantly greater positive perceptions of task objectives, language difficulty and amount of help from the teacher than did their second-cycle counterparts on the three units as a whole, but not in every focal task. This led me to conclude that the revised materials did not promote better motivation than did the original versions. As discussed in section 11.2.3, it was likely that the findings were affected by other classroom variables, particularly variations in teachers' scaffolding and the amount of learner interaction, as well as the materials themselves. As Tomlinson (2003a) points out:

It is obvious from a consideration of the effects above that no two evaluations can be the same, as the needs, objectives, backgrounds and preferred styles of the participants will differ from context to context. (p.15)

My study suggests this is also true when making different evaluations in the same educational and cultural context. As a result of this, it would be difficult to decisively judge which type of materials, the original or the revised versions, achieved better motivation for reading and for learning. Despite the fact that the revised materials did not generate more positive perceptions of the tasks in process, this type of micro-level evaluation reflected the importance of 'how the materials were used and re-interpreted', or 'materials in process', over 'what to put into the materials', or

‘materials as workplan’. With regard to this notion, teachers’ varying styles of scaffolding provided perhaps the primary explanation of why the revised versions did not contribute to better student perception.

In terms of the evaluations of the units as a whole, there was only one consistent and significant difference in the first and second-cycle students’ perceptions of physical production. The students using the revised materials expressed significantly greater satisfaction with the materials’ appearance after the addition of colour illustrations and a re-designed layout.

### **12.4.3 Research question 6**

6. Did the use of the TS or PM materials promote learners’ better performance on an IELTS reading test in the areas of main idea identification, local comprehension and inferential comprehension?

#### **12.4.3.1 Quantitative effects of the TS and PM materials**

Comparison of the students’ reading performance led me to conclude that both TS and PM materials, after the six-week implementation and instruction, promoted reading performance. Group performances were mixed, however. Paired-samples t-tests showed significant improvement in the post-test scores from students in Groups 1 (PM) and 4 (TS). Although Groups 2 (PM) and 3 (TS) did not gain significant reading improvement, their post-test gains did come close to a significance of .05 (see Table 11.7). The present study thereby confirmed that overall the TS and PM materials, featuring explicit strategy instruction and collaborative work, enhanced students’ reading performance to a similar degree.

### **12.5 Remarks on the second-cycle findings**

Similar to the first-cycle findings, in addition to elements of the materials as ‘workplan’, such as the level of text and task linguistic difficulty, variables emerging from the materials-in-use phase influence the learners’ attitudes and performance. Among the variables, teachers’ scaffolding played a significant role in the second



cycle, in terms of the students' perceptions of task difficulty and task enjoyment (see Tables 11.1 to 11.3). Even though the TS materials featured text simplification, variation in the teachers amount of scaffolding meant that the TS students still found the text and tasks difficult, in more or less the same way as the first-cycle students (see Appendices 16 and 19). To judge the suitability of the materials in use, it is therefore important to contextualise how they were used and reacted to in the individual case.

## **12.6 Limitations**

Before discussing possible implications and practical applications of my study, I should point out limitations in terms of my access for classroom observation and my presence in the classrooms. First, it was unfortunate that in the second cycle I was not able to conduct any classroom observation of Group 3 (Teacher A), since the timetable of this class overlapped with that of Group 2 (Teacher B). However, I partially compensated for this with informal discussions with Teacher A and interviews with students from Group 3, to gain an informed impression of how they felt towards the in-use TS materials.

Even though my lack of access to Group 3's classroom was a limitation, at the same time it led me to realise the possible effect of my presence in the classrooms. The responses and feedback of the students from Group 1 (PM) pointed to Teacher A's insufficient explanation and scaffolding, her lack of task involvement and a boring classroom atmosphere throughout the six-week instruction. It was surprising, however, that rarely did the students from her other class, Group 3 (TS), make such negative comments. Therefore, it might be that my presence in Group 1 affected the behaviour of Teacher A, who had less than two years' teaching experience, influencing her to behave differently from how she performed in the unobserved class. My presence in the classrooms appeared not to have affected Teacher B, who had five years' teaching experience.

## **12.7 Implications for the design of EAP reading materials**

In this section, I shall reflect on the implications I drew from my study for materials design and development. These cover five major elements of my second-cycle materials: explicit strategy instruction and collaborative work, text simplification, learners' L1, teachers' scaffolding and task and reading purposes.

### **12.7.1 Combining explicit strategy instruction and collaborative work**

Firstly, the present study offers clear evidence that reading materials which combine explicit strategy instruction and collaborative interaction through pair and small group work can promote students' better awareness of strategy use and motivation. There was evidence from the first and second cycles of materials trialling and evaluation that the students' awareness of appropriate strategies they could employ increased. They developed their knowledge of metacognitive strategies, becoming more aware of what they should do to achieve comprehension, such as making use of the knowledge of text organisation to predict the text content, skipping unnecessary details and asking themselves *wh-* questions.

My study also provides support for the view that collaborative interactions among students promote their task enjoyment, due to their chances of scaffolding and being scaffolded in pair and small group work. Cotterall (1990), in particular, has argued for the practical benefits of setting up classroom tasks that encourage peer scaffolding and peer teaching. Similarly, I observed that in the reading discussion activity, students tended to take turns explaining the meaning of difficult words, helping each other make judgements about the main idea of what they were reading, questioning and challenging each other's prediction or conclusion and clarifying sections with which others had difficulty. Interestingly, I noticed that when difficulties occurred, the students, in their small group work, negotiated for alternative strategies they could employ to cope with their particular reading problem.

My observations suggest that the effectiveness of collaborative work may depend on four major aspects: the amount of time, the opportunity to prepare the text before the

actual collaborative work, intersubjectivity within their group and the teacher's scaffolding and modelling. Lack of any one of these elements can affect the quality of group work, reducing the students' chances of achieving task outcomes and grasping text meaning.

Finally, my research findings lead me to believe that materials combining strategy training and collaborative tasks can lead to learners' progress in reading. The second-cycle students who used both TS and PM materials made significant improvements in their post-tests, over six weeks of materials implementation (see section 11.3). Their progress tended to be the result of explicit strategy training, including awareness raising, as well as their interactions in classroom activities. I agree with Cohen and Dornyei (2002) that strategy instruction which incorporates different types of interactions, text, tasks, the teacher and classmates can engage students in the deployment of strategies and foster motivation, leading to development of the learners' reading skills.

### **12.7.2 Text simplification**

The present study also suggests that simplified texts, combining different means of text simplification including linguistic and content simplification, elaboration, glosses and abridging, can enhance L2 learners' motivation in terms of their perceptions of text difficulty, text comprehension and text enjoyment, as well as their reading performance, due to the accessibility of language. This supports the views that the notion of 'appropriacy' to L2 learners' needs and level is likely to encourage them to learn and to apply strategies better while dealing with the text rather than harm or obstruct them from learning (Widdowson, 1979, 2003; Hatch, 1983; Davies, 1984; Brumfit, 1993; Claridge, 2005). My research also supports the idea that simplification following materials evaluations tends to enhance learners' better motivation more than one based on the teacher's intuition only, since learners' comments on text difficulty can guide the materials designer to create texts accessible and suitable to the target learners' level, background knowledge, interest and cognitive ability.

### **12.7.3 L1 in instructional materials**

The present study offers some clear evidence that the use of L1 for strategy explanation and text discussion in the monolingual classroom facilitates greater text comprehension and encourages greater effectiveness of students' collaborative work. This implication draws on the three sources in my study: the use-of-Thai-or-English questionnaires in the first cycle, the classroom observation in the first and second cycle and the quantitative effects of the PM materials on reading performance. As seen, the first-cycle students from the use of L1 classes reported significantly better perceived text understanding than did the students from the use of L2 classes. Similarly, the second-cycle students using the PM materials, which featured no text simplification but the use of Thai in rubrics, discussion and instruction as an alternative to text simplification, gained improvements in their post-reading tests.

My research, therefore, supports the findings of studies reviewed in Chapter 3 that the use of L1 in small group activity is a key strategy to allow students to scaffold each other, to facilitate their comprehension and learning within their ZPD and to regulate their own thoughts and actions through the stages of the task. The first-cycle and PM students explained that they could understand the meaning of the text better if they had opportunities to discuss the text and to receive explanation from both teacher and peers in L1.

### **12.7.4 Teacher's scaffolding**

As well as showing the value of effective peer collaboration, my study supports the view that the teacher's scaffolding is very critical to students' motivation and chances of achieving task outcomes, developing strategy use and understanding texts. Insufficient help from the teacher tended to lead to the students' perceived task difficulty and little task enjoyment. My research strongly supports the use of a teacher's manual featuring step-by-step scaffolding to guide learners, particularly at lower or intermediate levels, with guidance on when, how and why to apply strategies and how to work on the tasks. Task outcomes are not only the results of the 'tasks as workplan' but also the product of how they were used and re-interpreted by

the teacher and learners (Breen, 1989). For this reason, teachers' scaffolding should be seen as a key variable, in addition to the materials themselves.

### **12.7.5 Task and reading purposes**

The present study underlines the fact that a lack of clear purpose for reading, employing reading strategies or working on a task may discourage students from applying a cluster of effective strategies and from having clear directions as to how to carry out the tasks. The lack of clear task purposes can thus minimise their level of task enjoyment as well as chances of accomplishing the learning outcomes. A lack of clear understanding of task and strategy importance can also affect learners' task performance in the same manner.

### **12.8 Recommendations for the design of EAP reading materials**

In this section, I shall concentrate on recommendations for the design of reading materials for learners in the EAP teaching and learning contexts, which are similar to the context of my study.

#### **12.8.1 Emphasis on higher-level processing strategies**

As discussed in various chapters, even though the students in both the first and second cycles showed increased awareness of strategy use, they were not yet competent in applying higher-level processing strategies, particularly 'guessing meaning of unknown words from context', 'making use of markers or other contextual clues to predict the text content', 'relating background knowledge to the text topic', 'making inferences of the writer's ideas' and 'extracting the main and major supporting points'. To promote their use of higher-level processing strategies, I recommend that instructional materials should incorporate:

1. Long-term strategy instruction, preferably over two consecutive semesters, which emphasises the use of high-level processing strategies in the actual reading context, to provide students with sufficient practice. Graded materials in terms of text difficulty should be used in this case;

2. Explicit strategy training of why and how to apply a cluster of higher-level cognitive strategies in various specific reading situations to serve their reading needs. As outlined in Chapter 2, explicit training can raise students' awareness of what and how to employ strategies, despite their low proficiency, to promote their ability to remedy reading difficulties and, more importantly, to increase their autonomous learning and self-regulation during reading (Oxford, 1996; Weaver and Cohen, 1998);
3. Collaborative learning tasks which provide students with opportunities to discuss and scaffold each other through the outcomes of tasks related to higher-level cognitive strategies, such as 'predicting the text content', 'inferring the writer's implicit ideas', 'making connections between ideas by making use of background knowledge, markers or other contextual clues' or 'visualising' (Islam and Mares, 2003; Tomlinson, 2003b); and
4. Clear purpose and importance of all higher-level processing strategies and of reading itself (Davies, 1995; Weaver and Cohen, 1998; Ediger, 2006), since providing students with a specific purpose for reading can determine the way they read, guiding them through how to appropriately select the right strategies to accomplish their particular purpose. Understanding the purpose and importance of each strategy can also motivate readers to apply strategies more effectively and thus lead to their better performance (Schraw and Dennison, 1994a).

### **12.8.2 Promoting teacher's scaffolding**

My study reveals the importance and effect of the teacher's scaffolding on the students' knowledge of the what, how, why and when of good L2 strategy use; on text understanding, on task accomplishment; on motivation; and on a dynamic classroom atmosphere. As discussed in Chapters 7 to 11, some teachers failed to provide sufficient assistance, according to the students, and this led to ineffectiveness

and confusion in the use of strategies and text content and to less positive perceptions of the materials. To promote learners' effective use of strategies, the materials designer needs to take steps to help teachers make the most of their opportunities for scaffolding, explanation and assistance by producing the Teacher's Manual, handbook or DVD which should take into account these scaffolding steps:

1. It is important that the teacher explicitly explain 'why', 'how' and 'when' to employ strategies, rather than 'what' to employ, in students' L1. The benefits and purposes of each strategy, including purposes for reading, such as 'reading for specific information', 'reading for the main idea' or 'reading for general information', need to be emphasised. This explicit explanation can facilitate students' transferability of strategies in their specific reading context;
2. The teacher should model the class through how to read by verbalising mental processes during reading part of the text in the first few units or more, depending on students' degree of autonomy in learning and reading, before they begin practising reading individually and collaborative work. This also applies to how to guide students through working on tasks; the first few items, particularly in the open-ended type of tasks, should be done as examples;
3. After the stage of explicit explanation and modelling, the teacher should maximise students' opportunities for independent practice of strategy use to empower them to become self-regulated, or to increase their ability to take control of their reading actions. A satisfactory amount of time for them to apply strategies collaboratively would also lead to more learner interactions, or to greater chances of scaffolding and being scaffolded within their groups. During collaborative work, the teacher should help direct students in the right direction, but only if they ask for help (Cotterall, 1990); asking guiding questions and hinting at clues to the answers should be part of the teacher's scaffolding to stimulate and motivate them to think; and

4. After collaborative work, it is very important for the teacher to evaluate students' strategy use and reading actions, including providing feedback on students' responses and answers. This final phase can be in the form of a whole class discussion, directly asking students to share the strategies they employed, including difficulties they encountered during reading. Praise for their choices of strategy use can also encourage them to attempt to apply strategies in their future reading and promote their self-esteem. If students show signs of confusion, clear explanations and modelling of ways to remedy difficulties should be provided to raise their awareness of how they can deal with their problems and to enable them to become more self-directed.

### **12.8.3 Selecting and adapting reading texts**

It was evident that the students, particularly those in the first cycle of evaluation, reacted against the texts they found too difficult, such as *Cloning Isn't the Big Issue* and *Buddhism Thai Style*. In other words, they tended to lose their motivation to persevere with their reading; they resorted to their habitual reading behaviour by relying on bottom-up processing strategies rather than higher-level cognitive strategies; and they had very little to share in small group work and whole class discussion. I therefore recommend that reading materials should pay attention to the following aspects:

1. The text topic should be relevant and in tune with the students' interests to increase their motivation to persevere with their reading. A reader tends to make the utmost effort to apply various strategies to facilitate his reading goals if a particular text interests him. According to my 2004 survey at Thammasat University, it may be true that the students tend to be interested in topics which are related to their life yet contain updated, challenging and interesting content to motivate them to read and to think (Estaire and Zanon, 1994). It is worthwhile to ask the target learners to propose topics or choose texts they are interested in reading. Examples of the topics of interest to



Thammasat students are related to entertainment, relationships, health, current affairs, technology, et cetera. (see Appendix 41);

2. For lower and intermediate-level students, expository texts to be used in the materials should have clear organisation, consisting of the introduction, body and conclusion. There should be a clear topic sentence and clear development of ideas. This is to familiarise learners with text organisation in L2, to enable them to employ higher-level cognitive strategies, such as making use of text organisation, markers or other textual clues to extract the main idea and to predict or to hypothesise the text content, and to develop their metacognitive knowledge;
3. Texts to be selected should also be appropriate to learners' proficiency level, in order to promote their learning processes and their chances of applying strategies. Texts that are linguistically too difficult tend to impede L2 learners from employing appropriate strategies, as explained by Clarke's (1998) short-circuit hypothesis. Text simplification through a variety of means, such as linguistic and content simplification, elaboration, abridging and glossing, is recommended, since simplified texts can contribute to not only the texts' accessibility but also to the students' greater motivation to read. Teachers' intuition and experiences may act as an appropriate indicator as to what and how to simplify, as they know the target students' needs and level. Ideally, a group of teachers teaching the same course should work together in the process of selecting and adapting the texts to increase their suitability, producing texts that are 'not too difficult or too easy' and 'challenging' for their students to learn (Janzen and Stoller, 1998; Tomlinson, 2003b);
4. The criteria of text selection should also concentrate on whether the texts to be selected are cognitively challenging for the target learners. The texts which meet this criterion are likely to engage learners to think and stimulate diverse responses and opinions.

5. Learners' L1 should also be used in support of text simplification as the way to simplify the text and tasks. As seen in Chapter 3, the use of L1 in the L2 reading context can facilitate text understanding and task accomplishment, in addition to heightening the level of intersubjectivity within group members. Apart from the use of L1 in a spoken form, it can also be used in the materials, functioning as a metalanguage and scaffolding students through how to read and apply strategies. The rationale for using L1 in the classroom context should be explained to motivate learners to make use of it, to facilitate text understanding.

#### **12.8.4 Increasing the effectiveness of collaborative work**

Despite the fact that the students in the present study expressed great satisfaction in having opportunities to work in pair and small groups overall, they occasionally encountered difficulties due to the lack of active peer collaboration, time pressure and low self-esteem. The materials designer, therefore, should put more emphasis promoting a better quality of collaborative work, and in this context I recommend the following:

1. To increase the students' motivation to contribute to collaborative work, the materials should consist of a variety of tasks in a unit. According to my students' responses, a variety of tasks created a more dynamic classroom atmosphere, retaining their interest throughout. However, one needs to be careful that a variety does not necessarily mean a great quantity of tasks, but rather a mix of different types of tasks, such as 'discussion', 'matching', 'underlining', 'jigsaw', 'open-ended with multiple choice and sentence completion', 'true/false' and 'cloze' type of tasks;

1.1 Examples of discussion tasks are those asking learners to discuss the title and the lead-in before reading the text as a pre-reading activity or to discuss the main idea and the supporting details of the text as a

post-reading activity. Engaging learners in discussion types of tasks is likely to enable them to visualise the text and internalise the text meaning through discussion and interactions.

- 1.2 Matching tasks can be both pre-, while- and post-reading activities asking learners to match the right concepts or vocabulary with the right explanation or definition. The students in my research viewed this type of tasks as a game, increasing their task enjoyment.
- 1.3 Again, underlining type of tasks can be used pre-, while- or post-reading; for example, learners can be instructed to underline the key words in the lead-in and then discuss why they find them important or to underline the clues guiding them to the meaning of unknown words or the answers.
- 1.4 Jigsaw activity maximises learners' interactions and exchange of information, engaging them to work in small groups and to help each other read their assigned part of the text. Then they are asked to re-group and discuss their part with their new members.
- 1.5 Open-ended with multiple choice and sentence completion, true/false and cloze activity seem to be more suitable for post-reading tasks, as they deal with local comprehension with an emphasis on the main points and major supporting details, references and inferences. An example of true/false activity is one asking learners to read the text and then decide which of the provided statements is true or false, based on the information in the text. Cloze activity can be used to enable students to summarise the main points of part of the text by asking them to fill in a word or a few words in the blanks, to complete the provided summary. For intermediate-level students, it is advisable to ask them to think and discuss the answers in L1. The teacher can help them put their ideas in English later. Details about the design of open-ended tasks will be provided in section 12.8.5.

2. It is important that the number of tasks in a unit should be balanced against the time available. As seen, too many tasks means pressure and stress, affecting the quality and quantity of learner interactions and scaffolding episodes;
3. Learners should be offered at least ten minutes to skim the whole text silently and independently prior to starting reading their assigned part collaboratively, to promote their contribution to their group. Some students occasionally complained in class that they were not able to finish their reading by the time they were asked to work in groups, and that they thus were not able to effectively scaffold each other through the text meaning and task outcomes. To be economical in terms of time spent in the classroom, the teacher can ask them to prepare the text and some tasks outside class so that they would be able to actively share their ideas in groups; and
4. Since the notion of ‘contingency’ or ‘intersubjectivity’ is pertinent to the success of collaborative work (van Lier, 1996; Ellis, 2003), as discussed in Chapter 4, students should be given the opportunity to select their preferred group members and sufficient time to work on the tasks. In my study, some students commented that they felt more comfortable in expressing their ideas when they worked with familiar group members. Allowing them enough time can maximise their chances of reaching a consensus on the task outcomes.

#### **12.8.5 Improving task response format**

Open-ended tasks, which were designed to make the students answer the questions in full sentences, appeared discouraging and demotivating; despite knowing the correct answers in L1, the students could not answer the questions due to their limited knowledge of vocabulary and grammar. In most cases, producing the answers in sentences in L2 seemed to be a more difficult and laborious task than the reading activity itself. In addition to encouraging the teacher’s scaffolding and

encouragement, the materials designer should integrate these elements into the design of open-ended tasks:

1. If an open-ended task requires students to respond to the questions in complete sentences, the question should be relatively easy and not demand long or complex expression. However, if the question tends to be quite difficult, other types of response formats should be considered, such as ‘multiple-choice’, ‘true or false’, ‘matching’ or ‘fill-in-the blank’ with choices;
2. Part of the answer can be provided as a clue, but then that part should be clear and not require more advanced knowledge of grammar to complete the remaining part of that particular answer; and
3. Students’ L1 should be used as a way to respond to the questions if the class shares a similar L1; the benefits and usefulness of L1 should be identified in both the Teacher’s Manual and the students’ materials to convince them of why L1 is important to their learning and understanding. Teachers will be able to check students’ understanding if they encourage them to answer in L1. Students tend to be less nervous and stressed if they can respond in their mother tongue, and teachers can assist them in expressing their ideas in English at a later stage; the focus of reading tasks should be students’ text understanding, not their knowledge of writing and grammar. On a larger scale, the institution should have a more positive attitude towards the use of L1 and promote it in reading courses.

#### **12.8.6 Physical production**

My findings bear out the importance of materials’ physical appearance for learners’ motivation (Jolly and Bolitho, 1998). The materials designer needs to bear a range of points in mind: the font should not too small or dense, and there should also be some space between text sections and tasks. Since visuals can activate learners’ background knowledge or enable students to make hypotheses about the text topic,

clear and relevant illustrations, preferably in colour, should be carefully selected and presented in the materials. Cunningsworth (1995) encourages ‘the use of visuals for presentation and practice in order to provide meaningful contexts’ as it ‘forms one of the planks of language-teaching methodology’ (p.103). He adds that the effective use of visuals in materials should serve not only decorative but also teaching and learning purposes, as shown in one of his questions in the checklist for learning and teaching procedures: ‘Are visuals used as an integral part of teaching material or are they essentially decorative?’ (p.103)

### **12.9 Future directions for research**

It would be desirable for teachers and materials writers in the EFL context to carry out their own local research into materials development in their specific contexts, as has been done in this study, to produce localised materials of greater suitability in terms of the target learners’ interest, specific learning needs and level. To assist this sort of local research (design, evaluation and revision), I suggest the following practical steps, which can be applied to a classroom-based or an institution-based project:

1. It is important to combine implementation of materials in target groups of learners in context with evaluative feedback on the suitability of materials, during or after the actual use, from the materials users. The processes of implementing and evaluating materials should also be followed by revision and, if feasible, by re-implementing and re-evaluating the revised versions of materials to complete a full systematic approach to materials development;
2. It is worthwhile focusing primarily on pedagogical aspects of materials when designing and judging the effectiveness of instructional materials. It is useful if the designing and evaluative framework puts an emphasis on process-oriented instruction or learning development by considering these aspects: learners’ needs and interest, theories of teaching and learning, principles of sequencing , subject matter, types of learning and teaching tasks, learner

contribution, learner and teacher roles and roles of instructional materials, as seen in Chapter 4;

3. Prior to starting the actual implementation, the materials should be distributed to teachers who are willing to participate in the evaluation beforehand, so that they have sufficient time to prepare the lessons for effective use. Plans for evaluation, such as questionnaire completion, should also be discussed with the teachers so they are prepared to arrange some time for evaluative activities in the classroom;
4. If possible, in circumstances where the materials are designed to be used with a wide variety of learners (with different levels of proficiency, motivation, interest, needs and majors) and by different teachers (with difference in teaching experiences, age, values and beliefs), it is helpful to distribute the 'materials-as-workplan' to as many groups of learners and teachers as possible, in order to maximise the reliability of the materials users' evaluative feedback and to ensure a sufficient number of views from the materials users. Using a limited ranged of learners and teachers can restrict the possibility of generalising the evaluative outcomes;
5. It is necessary to triangulate the processes of materials evaluation by involving teachers, learners, materials writers and administrators, if possible. Since the evaluative processes themselves are based on personal judgements, triangulation can strengthen the shared outcomes and implications drawn from the materials evaluation and reveal the different viewpoints of materials users;
6. My experience also suggests that materials evaluation should involve a variety of evaluative instruments to obtain multiple views on the suitability of materials. Both qualitative and quantitative devices, such as learning diaries, teaching journals, interviews, classroom observations, questionnaires and pre- and post-assessment tests, are to be engaged. The Appendices to this study

include samples of questionnaires, learning journals, classroom observation notes, interview questions and pre- and post-reading tests;

7. The amount of time for students to complete questionnaires and learning journal is vital. It is important to allow sufficient time for students to complete this type of questionnaire, to provide questions in the students' first language to promote greater comprehensibility and clarity, and to show encouragement and appreciation for their evaluative contribution to enhance their reflective responses. Evaluative devices that require long responses and time for reflection, like learning journals, should be completed outside of class. Clear explanation of what students are supposed to do is required; and
8. I have found it beneficial to conduct a micro-level materials evaluation, along with a macro-level one, to investigate the appropriacy of the tasks. In practice, it is not necessary to evaluate all the tasks in the materials, as this would be laborious, but materials developers can focus only a few interesting tasks. Learners should be instructed to complete the questionnaires on the focal tasks immediately after completing them.

### **12.10 Conclusion**

In the present study, a systematic approach to reading materials development, embracing design, implementation, evaluation, revision, re-implementation and re-evaluation, revealed invaluable users' perceptions of learning processes and teaching methods. The study shed light on learners and teachers' views on the suitability or inadequacy of the tasks in process and the materials as a whole in the areas of reading strategies, reading texts and learning tasks. This led eventually to the implications and recommendations for the design and evaluation of materials, as well as to ways of promoting the quality and appropriacy of process-oriented learning and teaching. It is my hope that the implications and practical applications drawn from my explorations of reading materials development in the Thai university context will be relevant for areas of materials development in other EAP settings, and will inspire



subsequent studies to adopt a systematic approach to materials development in exploring the effects of pedagogical materials and then promoting learners' L2 development.

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## **Appendix 1**

Sample first-cycle materials

Unit One: *Movie Makers at Crossroads*

# Supplementary Materials EG. 221


## Reading for Information

### Unit One: *Movie Makers at Crossroads*

The aim of this unit is to focus on the following:

- Predicting what the text will be about from the title and lead-in
- Relating background knowledge to the text topic
- Guessing meaning of unknown words from context
- Skimming for the main idea
- Skipping unnecessary details in the text
- Predicting
- Identifying the topic sentence and topic
- Understanding references
- Inferring the writer's implicit ideas

#### Predicting What the Text will be about from the Title and Lead-in

 **Strategy A:** Before getting straight to the text, take a glance at the title and lead-in. They tell you what the text will be mainly about.



**Task 1:** Discuss with your partner what the text would be about from the title and lead-in. Then, share your group's ideas with the whole class.

## Movie Makers at Crossroads

*Director Zhang Yimou scores at the box office,  
but gets slammed by critics*

#### Sample Discussion Questions

- What do you think would happen to movie makers if they are at a crossroads?
- What happened to the director Zhang Yimou?

## Relating Background Knowledge to the Text Topic

**LOOK Strategy B:** Relating what you already know to the text topic will help you understand the text more easily. While reading, you should always link your background knowledge to the text topic.



**Task 2:** Work in groups of four. Look at the picture which comes with the text. Then, discuss the following questions with your group members.


- Do you recognize any people in the picture? Who are they?
- Have you seen any films in which these people starred? What is your opinion of the films and the actors?
- Have you seen any films directed by Zhang Yimou? If so, what do you think of them? If not, are there any Chinese movies you have seen? Discuss what you think of them.
- What do you think would be the difficulties in making movies?



**STAR POWER:** Director Zhang Yimou (second left) and the leading stars in the movie *House of Flying Daggers*, Andy Lau (first left), Takeshi Kaneshiro (second left) and Zhang Ziyi, celebrate the premiere of the movie in Beijing



## Guessing Meaning of Unknown Words from Context

 **Strategy C:** When you come across unknown words in the text, try to guess their meaning by making use of context clues. Take the following steps to help:

**Step 1:** Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?

**Step 2:** Look at the clause or sentence containing the unknown word. If the unknown word is a noun, what adjectives describe it? What verb is it near? In other words, have a close look at the context surrounding the unknown word.

**Step 3:** Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like ‘but’, ‘because’, ‘if’, ‘when’ or by an adverb like ‘however’, or ‘as a result’. The possible types of relationship are cause and effect, contrast, inclusion, time, exemplification, and summary.

**Step 4:** Use the knowledge you have gained from Steps 1 to 3 plus your background knowledge of the topic to guess the meaning of the word.

**Step 5:** Check that your guess is correct.

- See whether the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same, then something is wrong with your guess.
- Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.

(Nation, I.S.P. 1990. *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle Publishers, p.162)



**Task 3:** Practise guessing the meaning of the underlined words by following the above steps. Let’s do this together with the whole class.

1. When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou’s new 2004 movie *House of Flying Daggers*, he commented without reservation, “Zhang Yimou’s artistic life is dead.” (p.1)
2. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. (p.3)
3. “Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies,” said Zhang Weiping. He is the producer who remolded Zhang Yimou and pointed the director in the direction of big commercial undertakings. (p.7)



**Task 3.1:** Now work in groups of four and help each other guess the meaning of the following underlined words. Make use of the 5-step technique. To help with your guessing, select the word which has more or less the same meaning as the underlined word from the word choices below. With the whole class, discuss the clues helping you guess their meaning.


1. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$ 30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p. 11)
2. Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. (p. 17)
3. *House of Flying Daggers* is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. (p.17)
4. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. (P.18)
5. Today, the domestic movie market is maturing, and dictates that all kinds of commercial operation in the movie industry must respect the rules of the free market. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (p. 21).

Choose from these words.



stopped, compete, discussed,  
become popular, wait for, considered,  
exceeded, built, orders, decides, in charge,  
expected, understand, works hard,  
opportunities, reputation, estimated,  
freedom, shown, been criticized

## Skimming

 **Strategy D:** To increase your reading speed, you should skim through the text so that you can get a rapid general impression of the text. In other words, you skim to survey what the text is mainly about. Below are the useful steps to help you improve your skimming technique.

**Step 1:** Look at the title and read the first few paragraphs of the text as the main idea tends to be stated in the introduction part.

**Step 2:** Read the first sentence of each paragraph.

**Step 3:** Ignore all details and focus on the main idea of what you are reading.

**Step 4:** To get the main idea of the text or the paragraph you are reading, keep asking yourself these **wh-questions**: What? Why? How? Who? Where? or When? For example, What happened?, What is going on in the text?, Who did what?, Why and how did it happen?

**Step 5:** After asking yourself all possible *wh*-questions, you should now have an idea of what the text is mainly about.

**Step 6:** Check whether your main idea is related to the title and lead in or not. If it does, you've probably got the right main idea. If not, reconsider what should be the main idea.

**Task 4:** Now search for clarification of the author's saying 'Movie makers are at crossroads'. Skim through paragraphs 1 to 6 within ONE minute by reading the first sentence on your own. When you finish, complete Task 4.1 on page 9

## Movie Makers at Crossroads

*Director Zhang Yimou scores at the box office, but gets slammed by critics*

By Tang Yuankai

When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without reservation, "Zhang Yimou's artistic life is dead". (p.1)

Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's". (p.2)

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

Since Zhang Yimou's name became well known in the 1990s, he was considered a pioneer cinematographer who set trends for movie-makers in China. In 2002, Zhang started to shift his research focus from pure art movies to commercial films. Today, he has succeeded as a commercial movie director, but failed in his more creative art movie pursuits. (p.4)

"We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry

while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago.(p.5)

Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

"Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies," said Zhang Weiping. He is the producer who remolded Zhang Yimou and pointed the director in the direction of big commercial undertakings. They have known each other for 16 years, and Zhang Weiping has invested in all Zhang Yimou's movies since 1996. (p.7)

Zhang Weiping used to be a pharmacist, before investing in real estate, and now still owns a company selling food to airliners and medicine. But it is the title of Board Chairman of New Picture Film Co. Ltd. that he enjoys the most. (p.8)

In 1995, he lost over 10 million yuan (\$1.2 million) after financing one of Zhang Yimou's movies. The reason is he didn't realize a movie needed to be marketed before it could make money. (p.9)

Normally, businesspeople would stop investing after they lose money. However, Zhang Weiping used his funds from a real estate project and

invested another 20 million yuan (\$2.42 million) in Zhang Yimou's following two movies, *No One Missing* and *The Road Home*. "I would support Zhang Yimou, no matter how high the risk was. The reason was I believed that he was going to become a successful movie maker," explained Zhang Weiping. (p.10)

Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)

One month before *House of Flying Daggers* was screened, many of the cinema chains in China received a schedule agreement on sponsoring the movie's global premiere. The agreement said that if cinema chains wanted to set up a branch premiere, the precondition would be that they must pay an authorization fee of 500,000 yuan (\$60,400). "The money was used for renting big screens. The ceremony would be broadcast live by 165 radios in the country, and another 150 TV stations would rebroadcast the edited ceremony programs later," explained Zhang Weiping. After the money was received, his company would install giant screens at branch

premiere locations, transfer signals of the ceremony by satellite and authorize the sponsoring cinema chains to assist with advertising. (p.12)



According to Yu Yuxi, General Manager of New Picture, the company spent a lot of money on promoting *House of Flying Daggers*, much more than the expense on the premiere ceremony of *Hero*. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most." (p.13)

Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.14)

According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu

movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p.15)

Zhang Weiping said that even though the media and audiences responded to his movies negatively, nobody could deny that they were a commercial success. (p.16)

Hot on the heels of *Hero's* commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.18)

In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. In short, profit should not be at the expense of artistry. (p.19)

In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt he wasted the acting techniques of the good actors and actresses at his disposal. (p.20)

Today, the domestic movie market is maturing, and dictates that all kinds of commercial operation in the movie industry must respect the rules of the free market. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (p. 21)

Adapted From *Beijing Review*, September 2, 2004, p 34-35.

**Glossary:**

1. genre (p.3) (n.) = a style, especially in the arts, that involves a particular set of characteristics: *Westerns are, of course, a unique cinematic genre.*
2. undertakings (p. 7) (n.) = a job, business or piece of work
3. mark (p. 11) (n.) = the intended or desired level
4. hot on the heels of something (p. 17) = very soon after something
5. lucrative (p.17) (adj.) = (especially of a business, job, or activity) producing a lot of money
6. at somebody's disposal (p. 20) (formal) = available to be used by someone: *I would take you if I could, but I don't have a car at my disposal this week.*


From *Cambridge Advanced Learner's Dictionary* 2003

**Questions**

**Task 4.1:** Answer the questions below **individually** in TWO minutes. When you finish, exchange your answers with your partner. Then, share the answers with the whole class.

1. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?
2. Which direction did Zhang Yimou choose for his new movie?
3. Why did Zhang Yimou decide to choose that direction?
4. Were there any good and bad things Zhang Yimou experienced after taking the new direction? If so, what were they?
5. What is the main idea of what you have read?

## Skiping Unnecessary Details in the Text

 **Strategy E:** Although we are reading for more details, you don't have to read every single word to understand the text. You can skip some unnecessary information, such as the amount of money, numbers, movie titles, or company names. Skipping unnecessary details or information will help you read faster and focus on the main point(s) of what you are reading.



**Task 5:** Skim through paragraphs 7 to 11 on your own in THREE minutes. When you finish, discuss what you have read with your partner. Then, help each other complete task 5.1 below.



**Task 5.1:** Work with your partner and help each other complete Zhang Weiping's profile below.

### Zhang Weiping's Profile



Employment background:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Board Chairman of New Picture Film Co. Ltd.

As Board Chairman of New Picture Film Co. Ltd., Zhang Weiping has to

- \_\_\_\_\_

New Picture Film Co. Ltd.'s historical background:

1995: The Company had a deficit in \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_.

After

1995 Crisis: Zhang Weiping spent 20 million yuan, received from \_\_\_\_\_,  
on \_\_\_\_\_.



2002: Zhang Weiping and Zhang Yimou \_\_\_\_\_  
 \_\_\_\_\_.


After

2002: In terms of financial status, the company has become \_\_\_\_\_  
 because \_\_\_\_\_.

Zhang Weiping's movie business target:

- \_\_\_\_\_

### Predicting

 **Strategy F:** Not only should you predict the text content from the title and lead in, but you should also predict what the next paragraph(s) will be about during reading. To do this, you can simply keep **asking yourself questions** when you read the text.

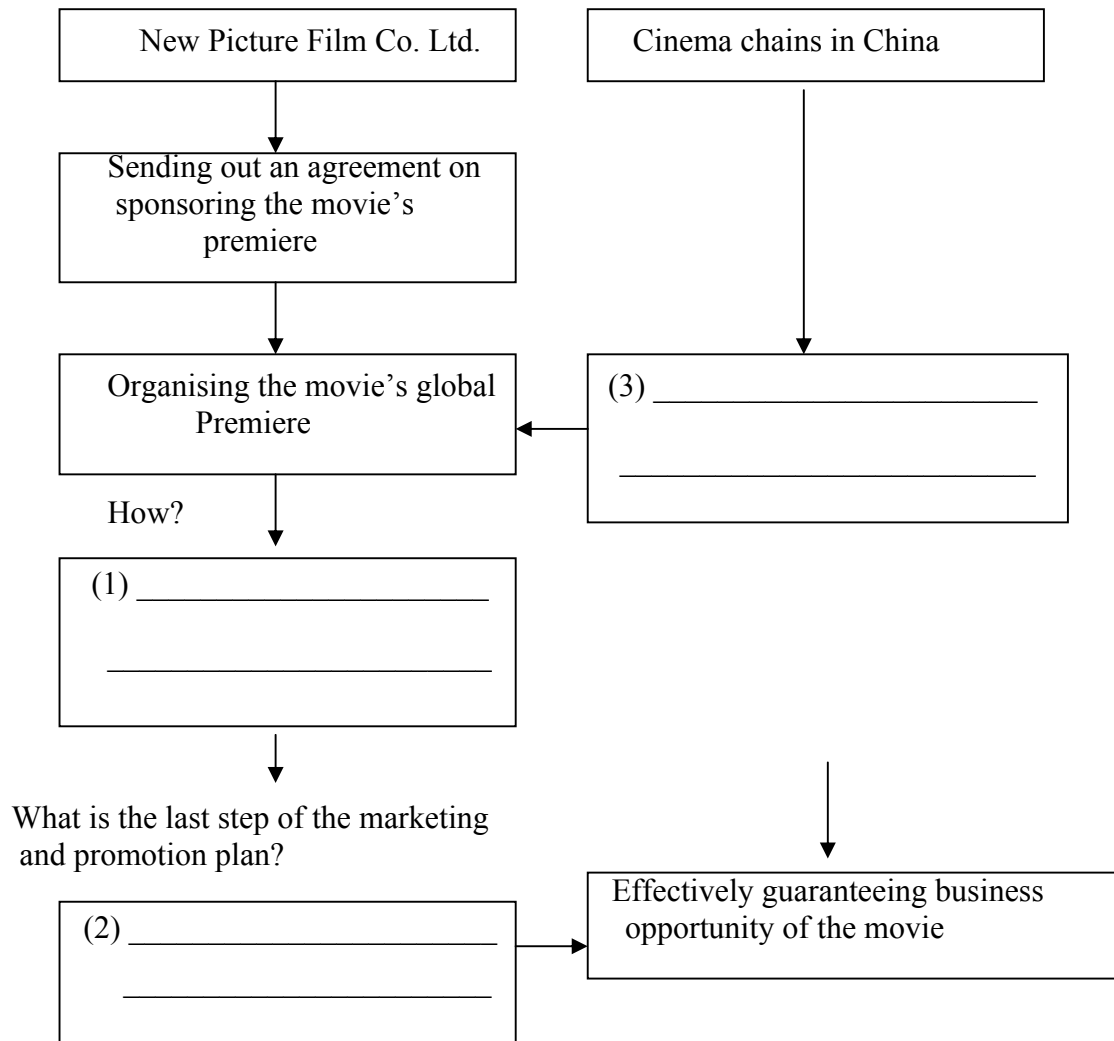
**Task 6:** Take this moment to ask yourself this question “*what would be a new trend of movie producing, marketing and promotion of Zhang Weiping?*” This is from the end of paragraph 11. Try to predict before you move on. Share what you have predicted with the whole class.

Now continue reading paragraphs 12-17 to find out more details about the new trend.

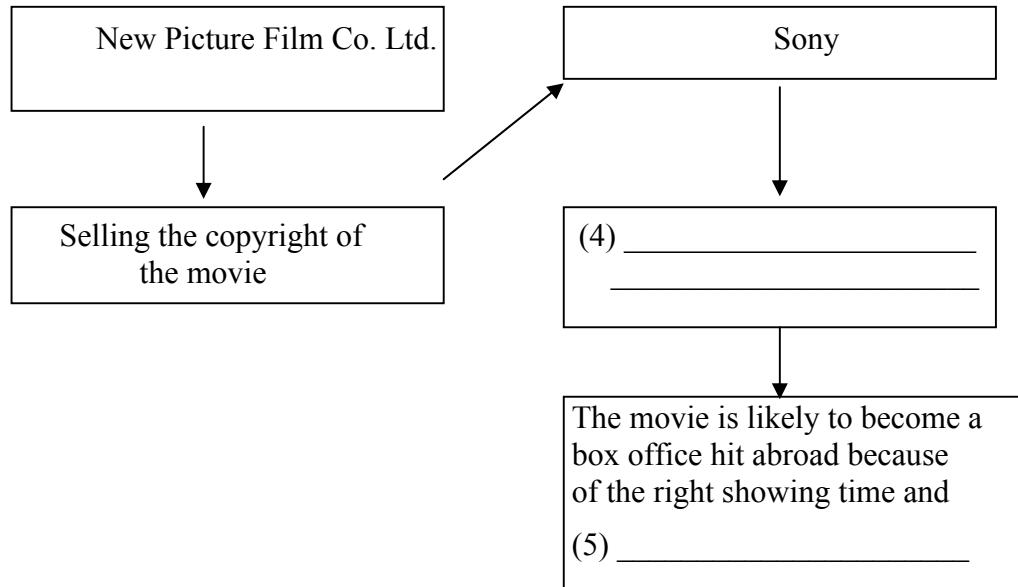


**Task 7:** You now should have some ideas about the new trend of movie producing, marketing and promotion. Work in pairs and help each other complete the diagram below. When you finish, share your answers with the class.

**Tip:** Drawing a diagram or chart can help you clearly see how ideas in the paragraph(s) are related.

**Global Marketing and Promotion Plan in China**

### International Marketing and Promotion



Now we will read the last four paragraphs of the text to find out more about people's attitude towards this movie and the direction of the Chinese movie market.

**Task 8:** Read paragraphs 18 to 21 on your own. Then, complete the fill in the gap activity below.

#### Fill in the Gap Activity




**Task 8.1:** Work in groups of four and fill in the summary of paragraphs 18 to 21 by using NO MORE THAN THREE words in each blank. When you finish, exchange your group's answers with the one sitting next to yours. Discuss your neighbor group's answers with your group members and mark their answers. Give them ONE point for each correct answer. You can give ½ point if their answer is partially correct. Don't take grammatical correctness into account. When you finish marking, discuss the answers with the whole class.



According to paragraphs 18-21, Zhang Yimou's movie *House of Flying Daggers* has been considered (1) \_\_\_\_\_; however, people criticized three major aspects of his movie: the unspectacular kungfu scenes,(2) \_\_\_\_\_, and (3) \_\_\_\_\_. The reason that Zhang Yimou has received not only good but also bad feedback on his

new movie is it is difficult for (4) \_\_\_\_\_ and (5) \_\_\_\_\_ to go well together. Therefore, the artistic aspect of the movie has been (6) \_\_\_\_\_ by many Chinese people. To make the movie internationally successful, Zhang Yimou used (7) \_\_\_\_\_ from various Asian backgrounds, but they could not show off their (8) \_\_\_\_\_ in the movie as the director tended to pay more attention to (9) \_\_\_\_\_. Nowadays, what most audiences from China most expect from movies is (10) \_\_\_\_\_ while the reputation of the director cannot guarantee that a movie will become popular.

### Identifying the Topic Sentence and Topic

 **Strategy G:** The first sentence of a paragraph in most texts written in English functions as the topic sentence, which is the main idea of each paragraph. Other sentences in the paragraph are details supporting the main idea.

Note: You may not find the topic sentence in every paragraph in the text as some paragraphs are the details of the previous one.



**Task 9:** Underline the topic sentence and identify the main topic discussed in the paragraph below. Let's do this with the whole class.

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

The main topic is \_\_\_\_\_

Note: The main idea should be neither too specific nor too broad; otherwise, it will be a detail or general idea. The main topic is an idea which is mainly discussed. It can be in the form of a noun or a phrase.



**Task 9.1:** Work in groups of four, underline the topic sentence, and identify the main topic of the paragraphs below.

1. Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

The main topic is \_\_\_\_\_

2. Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)

The main topic is \_\_\_\_\_

3. Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.14)

The main topic is \_\_\_\_\_

4. According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang frequently was given awards for his former films. (p.15)

The main topic is \_\_\_\_\_

5. Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The main topic is \_\_\_\_\_

6. The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.18)

The main topic is \_\_\_\_\_


7. In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. In short, profit should not be at the expense of artistry. (p. 19)

The main topic is \_\_\_\_\_

8. In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt he wasted the acting techniques of the good actors and actresses at his disposal. (p.20)

The main topic is \_\_\_\_\_

## Understanding References (Pronoun references)

 **Strategy H:** The writer always uses the words such as ‘it’, ‘he’, ‘they’, ‘this’, ‘those’, ‘then’, ‘one’, ‘so’, ‘such’, ‘other(s)’, or ‘same’ to refer to what (s)he has already talked about elsewhere in the text to avoid repetition. For instance,

He gave her a present. **This** made her delighted.

She has to replace the light bulb in her bedroom, but she doesn’t know how to do **so**.

Note: ‘this’ can be referred to both a single word and a whole idea.



**Task 10:** Work with your partner and discuss what the underlined words or phrases refer to.

1. China’s movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p. 3)

‘this’ refers to the truth that \_\_\_\_\_.

2. “We all see that domestic movies are not profitable,” said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation’s annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5) Zhang Yimou’s new movie is changing all that.

‘all that’ refers to the fact that \_\_\_\_\_.

3. Hot on the heels of *Hero*’s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There

is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)


‘this movie’ refers to \_\_\_\_\_.

‘all this’ refers to the fact that \_\_\_\_\_.

4. In Zhang Yimou’s two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland’s, Hong Kong’s and Japan’s most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience... (p. 20)

‘This galaxy of stars’ refers to \_\_\_\_\_.

### Inferring the Writer’s Implicit Ideas

 **Strategy I:** The writer sometimes assumes that the reader shares the understanding of the text and that the reader will be able to draw some implicit conclusions. When you read for implications, you have to think deeply to interpret the writer’s unstated messages.

For example, from paragraph 2, even though the writer does not tell us directly how Zhu Yanping feels about the movie *House of Flying Daggers* and the talent of Zhang Yimou, we realize that he doesn’t think that Zhang Yimou is talented anymore and his film is not unique but common. We interpret how Zhu Yanping feels about the movie and the director from “Any other director could also make a movie as good as this one if they were given a budget as big as Zhang’s”.



**Task 11:** Work in groups of four and discuss the following questions. When you finish, write down your group’s answers on the whiteboard. Then, we will discuss the possible answers together with the whole class.

1. Though the movie is well made and beautifully shot, it no longer represents Zhang’s art, Zhu concluded. “Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang’s. (Paragraph 2)

According to Zhu, the only factor that made Zhang’s movie well made is

\_\_\_\_\_ not \_\_\_\_\_.



2. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most". (Paragraph 13)

From the above quote of General Manager of New Picture, we can infer that without a guarantee that VCD or DVD production of the movie can be released only after the movie has been shown for two months, the cinema chains \_\_\_\_\_.

3. Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (Paragraph 14)

According to paragraph 14, we can infer that in China DVDs tend to be popular among people who \_\_\_\_\_.

Choose any of the following statements (A-F) you can infer from this paragraph and cite any piece of evidence from the paragraph which gives you a hint to the answer(s).

A) The cost of movie tickets in China is probably very expensive.

Evidence: \_\_\_\_\_

B) The price of the copyright of the movie is very high.

Evidence: \_\_\_\_\_

C) The price of the copyright of the movie is very low.

Evidence: \_\_\_\_\_

D) The copyright of the movie will be sold to those who know how to make business only.

Evidence: \_\_\_\_\_

E) The risk of having a deficit from selling the DVD version of the movie would be low.

Evidence: \_\_\_\_\_

F) Most people in China do not want to go to see a movie since DVDs are cheaper.

Evidence: \_\_\_\_\_

4. "To both the common western audience and the movie market, only kungfu movies are easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (Paragraph 15)

From this excerpt,

- We can infer that the movies that Zhang Yimou used to make were \_\_\_\_\_ despite their unpopularity in the market.

5. Today, the domestic movie market is maturing, and dictates that all kinds of commercial operation in the movie industry must respect the rules of the free market. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (Paragraph 21)

Choose any of the following statements (A-E) you can infer from this paragraph and cite any piece of evidence which gives you a hint to the answer(s).

A) Successful movies are usually directed by a well-known director.

Evidence: \_\_\_\_\_

B) Chinese people do not seem to pay much attention to the name of a director.

Evidence: \_\_\_\_\_

C) Movie companies are given freedom to advertise their movies in any way they wish.

Evidence: \_\_\_\_\_

D) Quality of the movie rather than commercial techniques should be of concern to a director.

Evidence: \_\_\_\_\_

E) Commercial techniques are strongly recommended by the domestic movie market to help make good business from movies.

Evidence: \_\_\_\_\_

**Self-Evaluating your Reading Performance**

**Task 12:** Write your own learning journal of what you have learnt in this unit, such as new vocabulary or any reading strategies. Do the new vocabulary, reading strategies and other new things you have learnt help with your reading? Keep this as a record to help remind you what you have learnt. Describe what you have to do to improve your reading!! You can write in Thai.

I have learnt .....



And what do I have to do to improve my own reading?

## **Appendix 2**

Sample Teacher's Manual for first-cycle materials  
Unit One: *Movie Makers at Crossroads*

## Teacher's Manual and Answer Key

### Unit one: *Movie Makers at Crossroads*

Objectives: This unit aims to enable the students to:

1. predict what the text will be mainly about from the title
2. relate background knowledge to the text topic
3. guess meaning of unknown words from context
4. skim for the main idea
5. predict what will happen in the next paragraph(s)
6. skip unnecessary details in the text
7. identify the topic sentence and topic
8. understand references
9. infer the writer's implicit ideas

This unit will be covered in three 90-minute lessons. Below is the summary of the time spent on each task.

Tasks	Time (minutes)
1. Task 1: Predicting What the Text will be About from the Title and Lead-in	5
2. Task 2: Relating Background Knowledge to the Text Topic	10
3. Tasks 3 and 3.1: Guessing Meaning of Unknown Words from Context	20
4. Tasks 4 and 4.1: Skimming	20
5. Reading Activity (including the teacher's explanation)	40
6. Task 5.1: Fill in the Gap Activity	15
7. Task 6: Predicting	5
8. Task 7: Diagram Completion Activity	20
9. Task 8.1: Fill in the Gap Activity	25
10. Task 9, 9.1: Identifying the Topic Sentence and Topic	20
11. Task 10: Understanding References	15
12. Task 11: Inferring the Writer's Implicit Ideas	15
Total	205 minutes

\*Note: You are advised to leave out some items in the tasks and assign them as homework. The details will be provided on the next pages.

## Predicting What the Text will be about from the Title and Lead-in

**Task 1:** Get the students to work in pairs and encourage them to guess what the text will be mainly about from the title and the lead-in. Make sure the students understand the meaning of the words 'crossroads', 'score', and 'slam'. You may also encourage them to guess what 'score' and 'slam' probably mean from the context.

Vocabulary:

score at (v.) = succeed in an activity

slam (v.) = criticize (informal)

Give them three minutes. When the students are ready, elicit their answers and encourage the whole class to summarise what they think would be the main idea of the text and why.

**Task 2:** Ask the students to work in groups of four and give them five minutes for their discussion. When all groups finish their discussion, you may ask the questions on page 2 to the whole class and get the responses from every group.

**Task 3:** Repeat the 5-step technique with the whole class and encourage them to try to guess meaning of unknown words while reading by making use of context clues and check their guesses by asking themselves questions if their guesses fit well in the context. Then model them how to guess the meaning of unknown words from context in Task 3 in item 1 and then encourage the class to think of the answers in items 2 and 3 as a whole-class activity.

**Suggested answers:**

1. reservation = hesitation, doubt
2. a slew = a large number or amount /takings= money, income or profit
3. remolded = changed

**Task 3.1:** In this activity, the students will work in groups of four on their own. You can give help only if they ask for it. If not, you just observe what they are doing. Explain or write the definitions of the words they do not know such as 'mark', 'lucrative', 'dynasty', 'wooden', and 'coherent' on the whiteboard. Give them ten minutes to complete this activity. When they finish, elicit the answers from the students and giving them feedback on their answers.

'mark' = the intended or desired level, 'lucrative' = producing a lot of money, 'dynasty' = a series of rulers who are all from the same family, 'wooden' = awkward, 'coherent' = clear, well-connected

**Suggested answers:**

1. surpassed= exceeded/ taken off = become popular
2. prospects = opportunities
3. vie = compete
4. depicted = shown
5. dictates = orders/ at the helm= in charge

**Task 4:** Explain the steps of how to skim for the main idea on page 5. Pay attention to 'asking oneself *wh*-questions' as a way to help them extract the main idea. Then, ask the students to skim through paragraphs 1 to 6 within one minute by reading the first sentence of each paragraph on an individual basis. When the time is over, ask them to move on to Task 4.1 on page 9.

**Task 4.1:** Ask the students to answer the questions individually in two minutes and then ask them to discuss their answers with their partner. Give them about three minutes for this. When the students finish task 4.1, go through paragraphs 1 to 6 by repeating Steps 1 to 5 with the class to raise their awareness of how to skim. Then elicit the students' answers in Task 4.1, and give feedback on their answers.

**Suggested answers:**

1. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?

Answer = The two choices were 'producing the creative art movie' and 'producing the commercial movie to serve the movie market'.

2. Which direction did the director Zhang Yimou choose for his new movie?

Answer = He decided to make a commercial movie not an art one.

3. Why did Zhang Yimou decide to choose that direction?

Answer = He wanted to make money from the movie.

4. Were there any good and bad things Zhang Yimou experienced from taking the new direction? If so, what were they?

Answer = He gained good business opportunities but his movie was criticized by the critics.



5. What is the main idea of what you have read?

Answer = To make his movie a box office hit, the director Zhang Yimou decided to make a commercial movie, which was criticized by movie critics.

**Task 5:** Tell the students briefly that they should skip unnecessary details in the text to read faster. Ask them to skim through paragraphs 7 to 11 on their own in three minutes when the time is over, ask them to work with their partner to complete Task 5.1

**Task 5.1:** While the students are working in pairs, you can give help only if they ask for it. If not, you just observe what they are doing. Give them five minutes for this activity. When they complete the task, go through paragraphs 7 to 11 with the class and then elicit the answers from the students.

**Suggested answers:**

### **Zhang Weiping's Profile**

Employment background:

- Pharmacist
- Real estate business man
- Food company owner
- Board of Chairman of New Picture Film Co.Ltd.

As Board Chairman at New picture Film Co. Ltd., Zhang Weiping has to:

- Produce and finance the movie production

New Picture Film Co.Ltd.'s historical background:

1995: The Company had a deficit in financing Zhang Yimou's movie because the movie did not have a good marketing.

After  
1995

Crisis: Zhang Weiping spent 20 million yuan, received from a real estate project, on investing in Zhang Yimou's two movies.

2002: Zhang Weiping and Zhang Yimou made the movie *Hero*, which broke box office records.

After

2002: In terms of financial status, the Company has become financially successful/profitable because the movie *Hero* became a box office hit.

Zhang Weiping's movie business target:

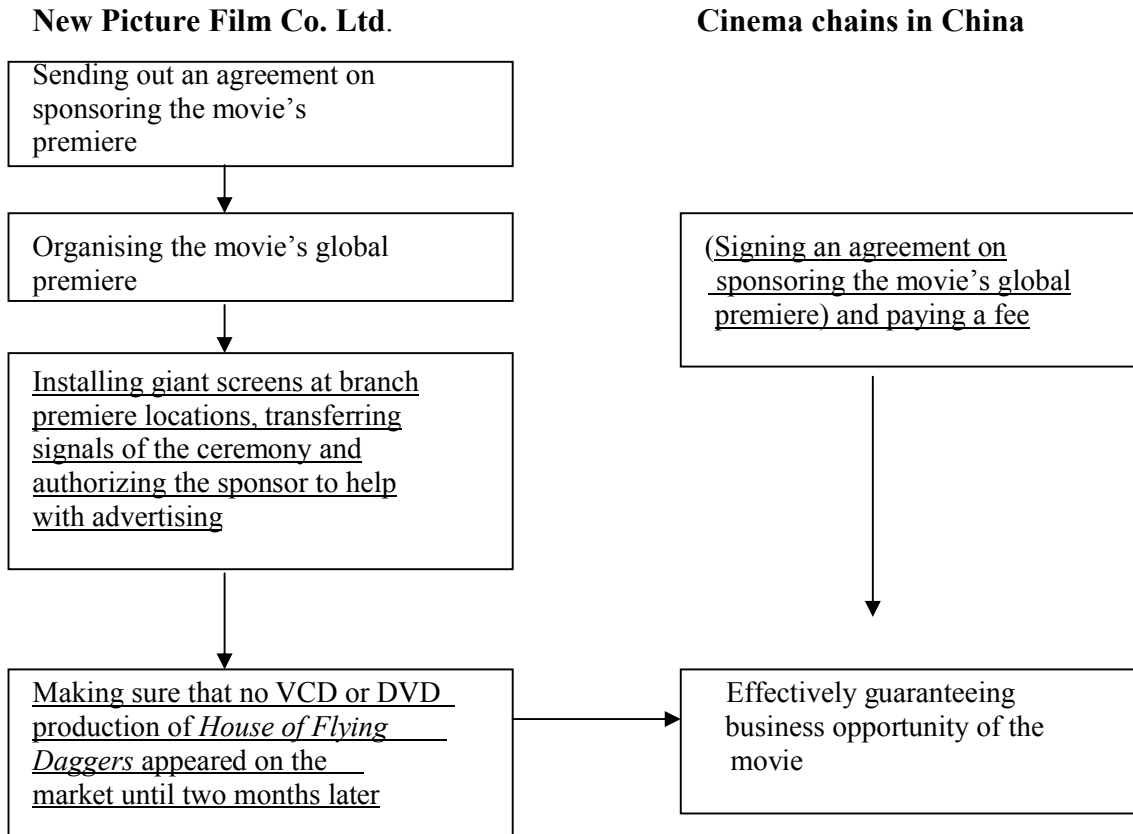
- To produce box-office hit movies

**Task 6:** Review what paragraph 11 is about and then encourage them to predict what they will probably read in the next paragraph(s). Ask the students to ask themselves this question “**what would be a new trend of movie producing, marketing, and promotion of Zhang Weiping?**” Elicit the answers from the whole class. Then ask them to read paragraphs 12-17 in five minutes to find out more details about the new trend and to check if their prediction is accurate.

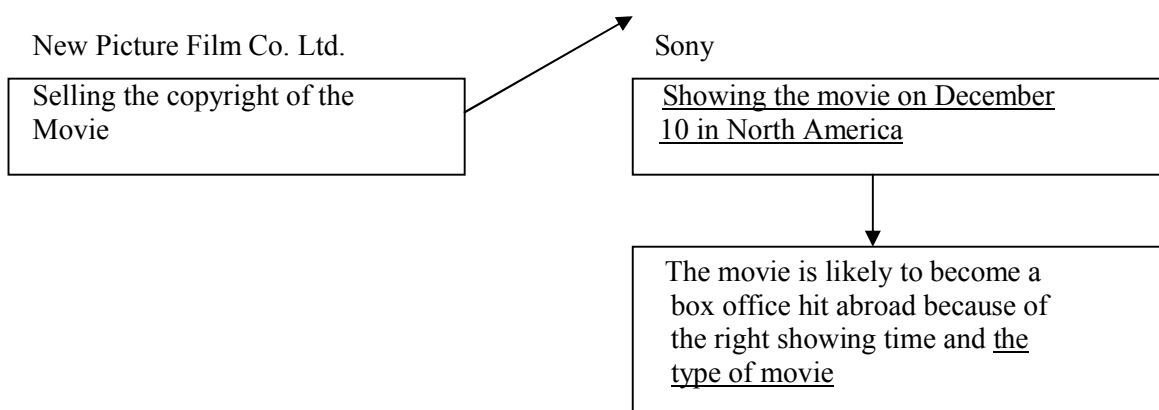
**Task 7:** Ask the students to work with their partner and to complete Task 7. Give them 5 minutes for this activity. While they are doing the task, you can give help only if they ask for it. If not, you just observe what they are doing. When they finish, go through paragraphs 12 to 17 with the class, elicit their answers from Task 7, and give them feedback on their answers.

**Suggested answers:**

## Global Marketing and Promotion Plan in China



## International Marketing and Promotion



**Task 8:** Ask the students to read paragraphs 18 to 21 on their own in ten minutes (time can be extended if they are not ready).

**Task 8.1:** When the students finish reading paragraphs 18 to 21, ask them to work in groups of four and to complete Task 8.1 by themselves. You can give help only if they ask for it. If not, you just observe what they are doing. Give them ten minutes for this. When they finish, ask each group to exchange their answers with another

group. Ask them to mark another group's answers. Tell them to give one point for each correct answer and ½ point if their answer is partially correct. Ask them not to take grammatical correctness into account. Give them five minutes for this. The time can be extended as appropriate. When they finish, go through paragraphs 8 to 21 with the class, discuss the right answers, and elicit the answers from the class. Ask the students to report the scores they give to the other group and why. Give the students feedback on their marking.

**Suggested answers:**

According to paragraphs 18-21, Zhang Yimou's movie House of Flying Daggers has been considered (1) commercially successful/a box office hit; however, people criticized three major aspects of his movie: the unspectacular kungfu scenes, (2) unclear historical plot, and (3) poor acting techniques. The reason that Zhang Yimou has received not only good but also bad feedback on his new movie is it is difficult for (4) commercial values and (5) movie artistry to go well together. Therefore, the artistry aspect of the movie has been (6) rejected/criticized by many Chinese people. To make the movie internationally successful, Zhang Yimou used (7) well-known stars from various Asian backgrounds but they could not show off their (8) acting talent in the movie as the director tended to pay more attention to (9) sight and sound/effects. Nowadays, what most audiences from China most expect from movies is (10) the movie quality/artistry while the reputation of the director cannot guarantee that a movie will become popular.

Note: Before moving on to the next activity, review all the strategies they have learnt and briefly conclude what the text is about. Check if the students have questions or not.

**Task 9:** Explain the class why and how to find the topic sentence and then demonstrate how to locate the topic sentence of paragraph 3 to the whole class. You can also encourage them to select which sentence is the topic sentence and ask them to explain why they think so. Then give the students feedback and explain why the sentence 'some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money' is the topic sentence and why 'Zhang Yimou's new ways of developing the commercial movie industry' is the main topic. You can also emphasise that other sentences are the details supporting the topic sentence.

**Task 9.1:** Ask the students to complete items 1 to 5 in groups of four. You can give help only if they ask for it. If not, you just observe what they are doing. Give them ten minutes for this. When they finish, elicit their answers and give them feedback on their answers. The students can do items 6 to 8 on their own as homework.

**Suggested answers:**

1. The topic sentence is 'Zhang Yimou's new movie is changing all that'.  
The main topic is *Zhang Yimou's new movie*
2. The topic sentence is 'Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off'.  
The main topic is *the success of the movie company and a new trend of movie producing, marketing and promotion*
3. The topic sentence is 'Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying'.  
The main topic is *the copyright of the movie*
4. The topic sentence is 'Zhang Yimou realized that only kungfu movies can be commercially successful abroad'.  
The main topic is *kungfu movies*
5. The topic sentence is '(Hot on the heels of Hero's commercial global success), the prospects of House of Flying Daggers are looking good abroad'.  
The main topic is *the prospects of House of Flying Daggers*.
6. The topic sentence is 'The movie has brought Zhang both the best and worst comments of his life'.  
The main topic is *comments about Zhang Yimou's new movie*
7. The topic sentence is 'In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict'.  
The main topic is *a conflict between the commercial value and artistic value of a movie*
8. The topic sentence is 'In Zhang Yimou's two kungfu movies, Hero and House of Flying Daggers, he used the Chinese mainland's, Hong Kong's, and Japan's most famous movie stars'.  
The main topic is *the stars in Zhang Yimou's two kungfu movies*

**Understanding References (Pronoun references)**

Write the two examples given on page 16 on the whiteboard and ask the students what 'this' and 'so' refer to. Circle around the words 'this' and 'so' and draw a line from these two words to an idea they refer to. You may find some more examples from the text and write them on the whiteboard or OHT.

**Task 10:** Ask the students to work in pairs and to help each other complete Task 10. Give them five minutes for this activity. The time can be extended as appropriate. When the students finish, elicit their answers and provide feedback on their answers.

**Suggested answers:**

1. 'this' refers to the truth that art movies were not popular among Chinese audiences.
2. 'all that' refers to the fact that Chinese movies were not profitable.
3. 'this movie' refers to House of Flying Daggers.  
 'all this' refers to the fact that House of Flying Daggers is the first Chinese movie screened in North America during the Christmas season and that there is a talk of the movie having Oscar potential.
4. 'This galaxy of stars' refers to the Chinese mainland's, Hong Kong's and Japan's most famous movie stars.

**Inferring the Writer's Implicit Ideas**

Note: Write this sentence on the whiteboard 'Any other director could also make a movie as good as this one if they were given a budget as big as Zhang's' and model the class to how to draw inferences about the writer's views on the movie and the director.

**Task 11:** Ask the students to work in groups of four and to complete Task 11. Give them ten minutes for this activity. You can give help only if they ask for it. If not, you just observe what they are doing. When they finish, ask them to write their answers on the whiteboard. Then, discuss the answers with the class and give them feedback on their answers.

**Suggested answers:**

1. According to Zhu, the only factor that made Zhang's movie well made is a large amount of money/a big budget not the director's talent
2. From the above quote of General Manager of New Picture, we can infer that without a guarantee that VCD or DVD production of the movie can be released only after the movie has been shown for two months, the cinema chains may not be able to make good business from the movie.
3. According to paragraph 14, we can infer that in China DVDs tend to be bought by people who have not seen the movie at the cinema yet.

The statement you can infer from paragraph 14 is:

**E)** The risk of having deficit from selling the DVD version of the movie would be low.

Evidence = We can infer this statement from what Yu said, "Because of our successful promotion, the movie became famous. So anyone who got the audio and video copyright would get a wonderful business opportunity." Yu also emphasised that many people were waiting for DVD production, because movie audience space was limited.

4. We can infer that the movies that Zhang Yimou used to make were of quality/good movies despite their unpopularity in the market.
5. The statements you can infer from paragraph 21 are:

**B)** Chinese people do not seem to pay much attention to the name of a director.

Evidence: If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm.

**D)** Quality of the movie rather than commercial techniques should be of concern to a director.

Evidence: If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed.

## **Appendix 3**

Sample second-cycle materials  
Unit One: *Movie Makers at Crossroads*  
(TS and PM versions)



# 1

## *Movie Makers at Crossroads*

The aim of the unit is to focus on the following:

1. Predicting what the text will be about from the title and lead-in
2. Guessing meaning of unknown words from context
3. Skimming for the main idea
4. Identifying the topic sentence and topic
5. Understanding references
6. Inferring the writer's implicit idea

### Strategy

Before getting straight to the text, it is useful to take a glance at the title and lead-in. They can briefly tell you the main idea of what you are about to read.

### *Predicting What the Text will be about from the Title and Lead-in*

**Task 1:** Discuss with your partner what the text would be about from the title and lead-in. Ask yourself and your partner the sample questions during your discussion. Then, share your group's ideas with the whole class.

## *Movie Makers at Crossroads*

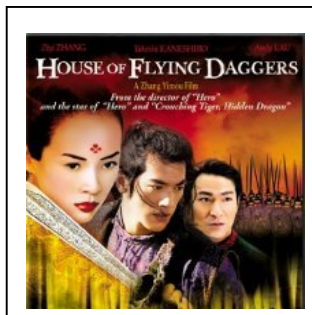
*Director Zhang Yimou succeeds in the box office,  
but is criticized by critics*

Sample Discussion Questions:

- a. What happened to the movie director Zhang Yimou?
- b. What do you think would happen to movie makers if they are at a crossroads?



Zhang Yimou and Zhang Ziyi on the set of  
*House of Flying Daggers*



Films by Zhang Yimou

*Guessing Meaning of Unknown Words from Context*

**Strategy**

When you come across unknown words in the text, try to guess their meaning by making use of context clues.

Follow the following steps:

**Step 1:** Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?

**Step 2:** Look at the clause or sentence containing the unknown word. If the unknown word is a noun, what adjectives describe it? What verb is it near? In other words, have a close look at the context surrounding the unknown word.

**Step 3:** Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like 'but', 'because', 'if', 'when' or by an adverb like 'however', or 'as a result'. The possible types of relationship are cause and effect, contrast, inclusion, time, exemplification, and summary.

**Step 4:** Use the knowledge you have gained from Steps 1 to 3 plus your background knowledge of the topic to guess the meaning of the word.

**Step 5:** Check that your guess is correct.

- a. See whether the part of speech of your guess is the same as the part of speech of the unknown word. If it is not the same, then something is wrong with your guess.
- b. Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.

**Task 2:** Practise guessing the meaning of the underlined words by following the above steps. Let's do this together with the whole class.

3. When Hong Kong director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without **reservation**, "Zhang Yimou's artistic life is dead". (p.1)
4. Good movies were mainly in the art genre, and were usually rewarded with **a slew** of excellent reviews, but poor box office **takings**. (P. 3)
5. "Our goal is to win back our movie market, which had been controlled by foreign movies, and make money during the summer vacation" said Zhang Weiping. He is the producer who **remolded** Zhang Yimou, who paid attention only to the quality of his movies. Weiping pointed the director in the direction of big commercial businesses. (p.7)

**NB:** genre (n.) = a style, especially in the arts, that involves a particular set of characteristics

## EG 221: Reading for Information (Unit One/TS Version)

**Task 2.1:** Work in groups of four and help each other guess the meaning of the following underlined words. Make use of the 5-step technique and select the word which has more or less the same meaning as the underlined word from the word choices below. With the whole class, discuss the clues which help you guess the unknown words' meaning.

compete	in charge	exceeded	shown	opportunities	become popular
reputation	freedom	orders			

1. After only one week, its box office takings **surpassed** the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$ 30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion has **taken off**. (p. 8)
2. After *Hero*'s commercial global success, the **prospects** of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and plans to show it on December 10 this year. (p. 14)
3. *House of Flying Daggers* is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies **vie for** the lucrative festive market. (p.14)
4. Others complained the historical background is not clearly described. Thus, nobody understands which dynasty is **depicted**. The wooden actors also play in scenes that do not follow a well-connected story line. (p.15)
5. Today, the domestic movie market is getting bigger and more competitive. Movie makers must be aware that now there are many choices of movies available in the market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is **at the helm**. (p. 18).

**NB:** 'mark' = the intended or desired level, 'lucrative' = (especially of a business, job, or activity) producing a lot of money, 'dynasty' (n.) = a series of rulers who are all from the same family, or a period when a country is ruled by them



## EG 221: Reading for Information (Unit One/TS Version)

### Skimming

Follow the following steps

#### Strategy

If you have a limited time, you should skim through the text for the main idea. Skimming also enables you to understand what the text is mainly about.

**Step 1:** Look at the title and read the first few paragraphs of the text as the main idea tends to be stated in the introduction part.

**Step 2:** Read the first sentence of each paragraph.

**Step 3:** Ignore all details and focus on the main idea of what you are reading.

**Step 4:** To get the main idea of the text or the paragraph you are reading, keep asking yourself these *wh*-questions: **what? why? how? who? where? or when?** For example, what happened?, what is going on in the text?, who did what?, or why and how did it happen?

**Step 5:** After asking yourself all possible *wh*-questions, you should now have an idea of what the text is mainly about.

**Step 6:** Check whether your main idea is related to the title and lead in or not. If it does, you've probably got the right main idea. If not, reconsider what should be the main idea.

**Task 3:** Search for clarification of the author's saying "movie makers are at a crossroads". Skim through paragraphs 1 to 6 within **ONE** minute by reading only the first sentence. When you finish, answer the following questions and then exchange your answers with your partner.

2. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?

Answer: They were 'producing the creative art movie' and \_\_\_\_\_.

3. Which direction did Zhang Yimou choose for his new movie?

Answer: He decided to make a \_\_\_\_\_ movie not \_\_\_\_\_ movie.

4. What was the result of Zhang Yimou's taking the new direction?

Answer: He gained good business opportunities but \_\_\_\_\_.

5. What is the main idea of what you have read?

Answer: \_\_\_\_\_.

## EG 221: Reading for Information (Unit One/TS Version)

### *Reading Activity*

**Task 4:** Work in groups of four and help each other read and find out what happened in the assigned paragraphs. Focus on the main idea and major supporting details. When you finish, report what you have read to the whole class. **To get the whole picture of the text, pay attention to your classmates' report.**

***Movie Makers at Crossroads***

*Director Zhang Yimou succeeds in the box office, but is criticized by critics*

By Tang Yuankai

When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without reservation, "Zhang Yimou's artistic life is dead." (p.1)

Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's". (p.2)

China's movie industry has not been commercially successful for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

Since Zhang Yimou's name became well known in the 1990s, he was considered a pioneer cinematographer who set trends for movie-makers in China. In 2002, Zhang started to change his research focus from pure art movies to commercial films. Today, he has succeeded as a commercial movie director, but failed in making creative art movies. (p.4)

"We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*. Weiping was trying to improve the Chinese movie industry and at the same time seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago.(p.5)

Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the worst comments in China's movie history. But it's making money. The movie earned up to 150.3 million yuan (\$18.2 million) after 18 days screening. This exceeded the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

"Our goal is to win back our movie market, which had been controlled by foreign movies, and make money during the summer vacation" said Zhang Weiping. Weiping is the producer who remolded Zhang Yimou, who paid attention only to the quality of his movies. Weiping pointed the director in the direction of big commercial businesses. They have known each other for 16 years, and Zhang Weiping has invested in all Zhang Yimou's movies since 1996. (p.7)

Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs worked together to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records among Chinese movies. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion has taken off. (p.8)



One month before *House of Flying Daggers* was screened, many of the cinema chains in China received a schedule agreement on sponsoring the movie's global premiere. The agreement said that if cinema chains wanted to set up a branch premiere, they must pay an authorization fee of 500,000 yuan (\$60,400). "The money was used for renting big screens. The ceremony would be broadcast live by 165 radios in the country, and another 150 TV stations would rebroadcast the edited ceremony programs later," explained Zhang Weiping. After the money was received, his company would install giant screens at branch premiere locations, transfer signals of the ceremony by satellite and authorize the sponsoring cinema chains to assist with advertising. (p.9)

According to Yu Yuxi, General Manager of New Picture, the company spent much more money on promoting *House of Flying Daggers* than *Hero*. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most." (p.10)

Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.11)

According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only movie professionals paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p.12)

Zhang Weiping said that even though the media and audiences criticized his movies, they were a commercial success. (p.13)

After *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and plans to show it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.14)

The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is not clearly described. Thus, nobody understands which dynasty is depicted. The wooden actors also play in scenes that do not follow a well-connected story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.15)

In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry. The director's talent is put aside for the benefit of profit. (p.16)



In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt he wasted the acting techniques of the good actors and actresses at his disposal. (p.17)

Today, the domestic movie market is getting bigger and more competitive. Movie makers must be aware that now there are many choices of movies available in the market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (p. 18)

Adapted From *Beijing Review*, September 2, 2004, p 34-35

### Glossary:

1. genre (p.3) (n.) = a style, especially in the arts, that involves a particular set of characteristics: *Westerns are, of course, a unique cinematic genre.*
2. mark (p. 8) (n.) = the intended or desired level
3. lucrative (p.14) (adj.) = (especially of a business, job, or activity) producing a lot of money
4. at somebody's disposal (p. 17) (formal) = available to be used by someone: *I would take you if I could, but I don't have a car at my disposal this week.*

From *Cambridge Advanced Learner's Dictionary* 2003

### Strategy

The topic sentence, or the main idea of a paragraph, is normally located at the beginning or end of a paragraph. Other sentences in the paragraph are details supporting the main idea.

### Identifying the Topic Sentence and Topic

Task 5: Underline the topic sentence and identify the main topic discussed in the paragraph below.

Let's do this with the whole class.

China's movie industry has not been commercially successful many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

The main topic: \_\_\_\_\_

**NB:** The main idea should be neither too specific nor too broad; otherwise, it will be a detail or general idea. The main topic is an idea which is mainly discussed. An effective reader needs to be able to sum up the main topic discussed in a paragraph. It can be in the form of a noun or a phrase.



**Task 5.1:** Work in groups of four, underline the topic sentence, and identify the main topic of the paragraphs below. You can either take out key words or phrases from the topic sentence or use your own words to summarise what the main topic is.

### Tips

Asking yourself *wh*-questions such as ‘what happened?’, ‘Who did what?’, ‘Why did this happen?’ or ‘How did this happen?’ can help lead to the main idea of each paragraph.

1. Zhang Yimou’s new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the worst comments in China’s movie history. But it’s making money. The movie earned up to 150.3 million yuan (\$18.2 million) after 18 days screening. This exceeded the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

The main topic: \_\_\_\_\_

2. Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs worked together to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records among Chinese movies. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping’s movie company has been profitable and a new trend of movie producing, marketing and promotion has taken off. (p.8)

The main topic: \_\_\_\_\_

3. Zhang Weiping’s movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. “Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity,” pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.11)

The main topic: \_\_\_\_\_

4. According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee’s *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. “To both the common western audience and the movie market, only kungfu movies can be easily accepted,” Huang concluded. Before Zhang made kungfu movies, only movie professionals paid attention to Chinese movies, even though Zhang frequently was given awards for his former films. (p.12)

The main topic: \_\_\_\_\_

5. After *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and plans to show it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.14)

The main topic: \_\_\_\_\_

6. The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is not clearly described. Thus, nobody understands which dynasty is depicted. The wooden actors also play in scenes that do not follow a well-connected story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.15)

The main topic: \_\_\_\_\_

7. In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry. The director's talent is put aside for the benefit of profit. (p. 16)

The main topic: \_\_\_\_\_



### Intensive Reading

**Task 6:** Work in groups of four and fill in the summary of paragraphs 15 to 18 by using **NO MORE THAN THREE** words in each blank. The part of speech of the words you need to fill in is provided in parentheses. When you finish, discuss the answers with the whole class.

According to paragraphs 15 to 18, Zhang Yimou's movie *House of Flying Daggers* has been considered commercially (1) \_\_\_\_\_ (adverb); however, people criticized three major aspects of his movie: the unspectacular kungfu scenes, unclear (2) \_\_\_\_\_ (noun), and poor (3) \_\_\_\_\_ (noun). The reason that Zhang Yimou has received not only good but also bad feedback on his new movie is it is difficult for (4) \_\_\_\_\_ (noun) and (5) \_\_\_\_\_ (noun) to go well together. Therefore, the artistic aspect of the movie has been (6) \_\_\_\_\_ by many Chinese people. To make the movie internationally successful, Zhang Yimou used (7) \_\_\_\_\_ (noun) from various Asian backgrounds,

but they could not show off their (8) \_\_\_\_\_ (noun) in the movie as the director tended to pay more attention to (9) \_\_\_\_\_ (noun). Nowadays, what most audiences from China most expect from movies is (10) \_\_\_\_\_ (noun) while the reputation of the director cannot guarantee that a movie will become popular.

### Understanding References

#### Strategy

The writer always uses the words such as 'it', 'he', 'they', 'this', 'those', 'them', 'one', 'so', 'such', 'other(s)', or 'some' to refer to what (s)he has already talked about elsewhere in the text to avoid repetition. For example,

He gave her a present. **This** made her delighted.

"Do you think he's upset?" "I don't think **so**."

A number of sharks are hunted for their fin. **Such** cruelty is really beyond my comprehension.

#### Tips

You normally read backwards to find what a pronoun referent refers to.

'this' can be referred to both a single word and a whole idea.

**Task 7:** Work with your partner and discuss what the underlined words or phrases refer to.

1. China's movie business has not been commercially successful for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p. 3)

'this' refers to the truth that \_\_\_\_\_.

2. "We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*. Weiping was trying to improve the Chinese movie industry and at the same time seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5) Zhang Yimou's new movie is changing all that.

'all that' refers to the fact that \_\_\_\_\_.

3. After *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and plans to show it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.14)

'this movie' refers to \_\_\_\_\_.

'all this' refers to the fact that \_\_\_\_\_.

4. In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience... (p. 17)

'This galaxy of stars' refers to \_\_\_\_\_.

#### Inferring the Writer's Implicit Ideas

##### Strategy

The writer sometimes assumes that the reader shares the understanding of the text and that the reader will be able to draw some implicit conclusions. When you read for implications, you have to think deeply so that you can interpret the writer's unstated messages.

For example, from paragraph 2, even though the writer does not tell us directly how Zhu Yanping feels about the movie *House of Flying Daggers* and the talent of Zhang Yimou, we realize that **he does not think that Zhang Yimou is talented anymore and his film is not unique but common**. We interpret how Zhu Yanping feels about the movie and the director from '*Any other director could also make a movie as good as this one if they were given a budget as big as Zhang's*'.



## Supplementary Materials EG 221: Reading for Information (TS Version)

**Task 8:** Work in groups of four and discuss the following questions. When you finish, share your answers with the whole class. Then, we will discuss the possible answers together with the whole class.

1. Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's. (p.2)

According to Zhu, the only factor that made Zhang's movie well made is

\_\_\_\_\_ not \_\_\_\_\_.

2. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most". (p.10)

From the above quote of General Manager of New Picture, we can infer that without a guarantee that VCD or DVD production of the movie can be released only after the movie has been shown for two months, the cinema chains \_\_\_\_\_.

3. Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p. 11)

According to paragraph 11, we can infer that in China DVDs tend to be popular among people who

\_\_\_\_\_.

### Tips

Some statements are restated but not inferred from the text. Although they contain correct information, they are not inferred statements.

3.1 Choose **ONE** statement you can infer from this paragraph and **CITE** any piece of evidence from the paragraph which gives you a hint to the answer.

- A) The price of the copyright of the movie is quite low.
- B) The cost of movie tickets in China is very expensive.
- C) People were worried about the price of the copyright of the movie.
- D) The risk of having a deficit from selling the DVD version of the movie would be low.
- E) Most people in China do not want to go to see a movie since DVDs are cheaper.
- F) The copyright of the movie will be sold only to those who know how to make business.

4. “To both the common western audience and the movie market, only kungfu movies are easily accepted,” Huang concluded. Before Zhang made kungfu movies, only movie professionals paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p. 12)

From this excerpt, we can infer that the movies that Zhang Yimou used to make were

\_\_\_\_\_ despite their unpopularity in the market.

5. Today, the domestic movie market is getting bigger and more competitive. Movie makers must be aware that now there are many choices of movies available in the market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a “famous director” is at the helm. (p.18)

Choose **TWO** of the following statements you can infer from this paragraph and **CITE** any piece of evidence which gives you a hint to the answer(s).

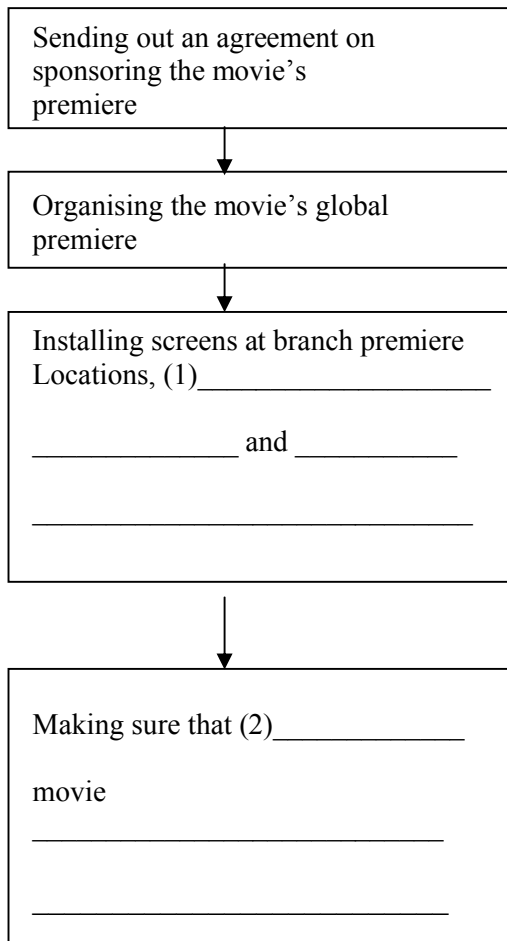
- A) The movie market in China is now competitive.
- B) Movie companies are very worried about the ways to advertise their movies.
- C) Commercially successful movies are directed by a well-known director only.
- D) Chinese people do not seem to pay much attention to the name of a director.
- E) Quality of the movie rather than commercial techniques should be of concern to a director.
- F) Commercial techniques are strongly recommended by the domestic movie market to help make good business from movies.

### ***Self-Study Work***

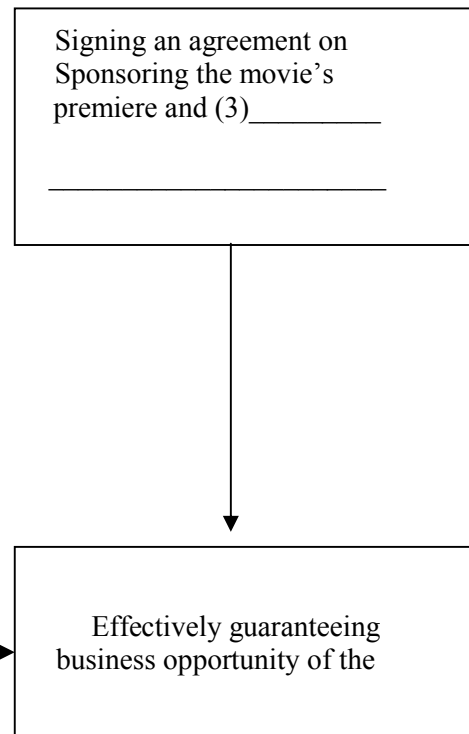
Read paragraphs 9 to 14 to find out about the new trend of movie producing, marketing and promotion and complete the diagram below. Check your answer on page 16.

#### **Global Marketing and Promotion Plan in China**

##### **New Picture Film Co. Ltd.**



##### **Cinema chains in China**

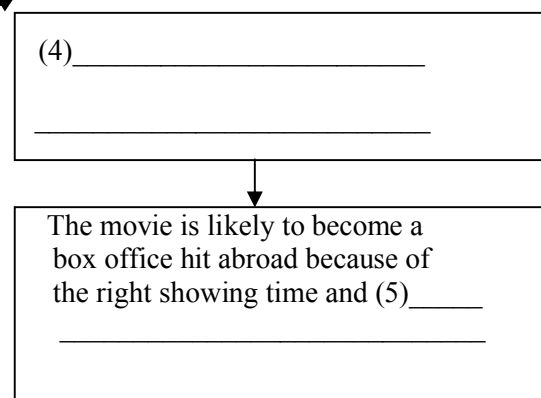


#### **International Marketing and Promotion**

##### **New Picture Film Co. Ltd.**



##### **Sony**



***Self-Evaluating your Reading Performance***

**Task 9:** Write your own learning journal of what you have learnt in this unit such as new vocabulary or any reading strategies. Do the new vocabulary, reading strategies and other new things you have learnt help with your reading? Keep this as a record to help remind you what you have learnt.

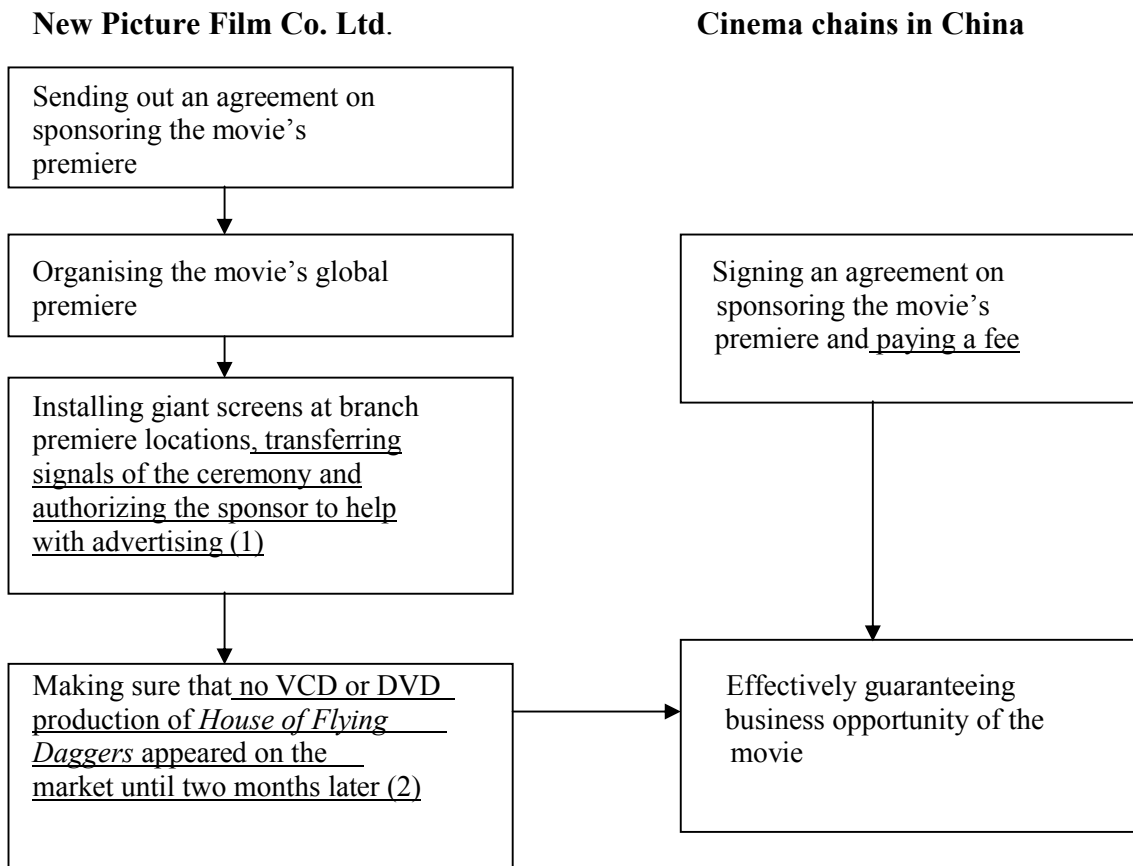
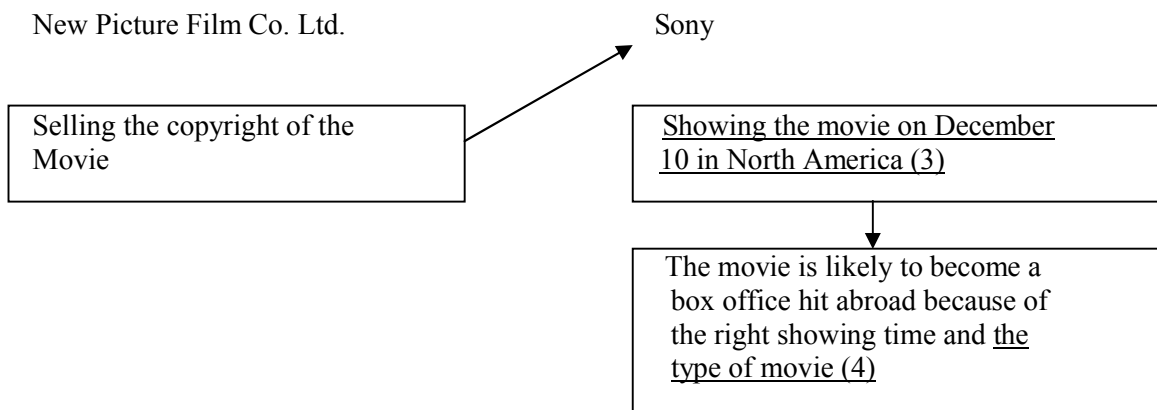
Describe what you have to do to improve your reading!! You can write in Thai.

I have learnt .....



And what do I have to do to improve my own reading?



***Suggested Answers*****Global Marketing and Promotion Plan in China****International Marketing and Promotion**

# 1

## Movie Makers at Crossroads

The aim of the unit is to focus on the following:

1. Predicting what the text will be about from the title and lead-in
2. Guessing meaning of unknown words from context
3. Skimming for the main idea
4. Identifying the topic sentence and topic
5. Understanding references
6. Inferring the writer's implicit idea

### Strategy

ก่อนเริ่มอ่านเนื้อ  
เรื่องควรอ่านชื่อ  
เรื่องและส่วน  
ก่อนบทนำ เพราะ  
ทั้งสอง ส่วนนี้  
สามารถ  
บอกใจความหลัก  
ของเนื้อเรื่อง ที่  
กำลังจะอ่าน

### Predicting What the Text will be about from the Title and Lead-in

Task 1: จับคู่กับเพื่อน จากนั้นช่วยกันอภิปรายชื่อเรื่องและข้อความในกรอบ ว่าเนื้อเรื่องที่กำลังจะอ่านน่าจะเกี่ยวกับอะไร ใช้คำถามด้านล่างในการอภิปรายเพื่อช่วยหาคำตอบ การแลกเปลี่ยนความคิดเห็นกัน จะทำให้ได้มุมมองที่หลากหลาย เมื่อเสร็จแล้ว แสดงความคิดเห็นกับเพื่อนในชั้นเรียน

### *Movie Makers at Crossroads*

*Director Zhang Yimou scores at the box office,  
but gets slammed by critics*

NB: 'score' (v) = ประสบความสำเร็จ

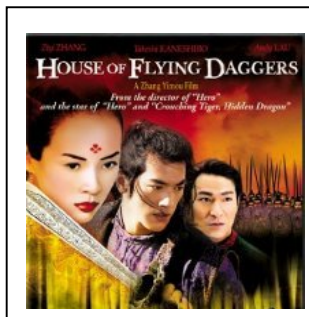
'slam' (v) = วิจารณ์

Sample Discussion Questions:

- a. What happened to the movie director Zhang Yimou?
- b. What do you think would happen to movie makers if they are at a crossroads?



Zhang Yimou and Zhang Ziyi on the set of  
*House of Flying Daggers*



Films by Zhang Yimou

*Guessing Meaning of Unknown Words from Context*

**Strategy**

เมื่อพบคำยากใน  
เนื้อเรื่อง ลอง  
พยายามเดา  
ความหมายของ  
คำนั้นๆ โดยใช้คำ  
ที่อยู่  
แวดล้อม

ปฏิบัติตามขั้นตอนดังต่อไปนี้

**ขั้นตอนที่ 1:** พิจารณารูปของคำ (parts of speech) ของคำศัพท์ยากที่คุณไม่มีความหมาย ดูว่าคำนั้นเป็น คำนาม คำกริยา คำคุณศัพท์ หรือ คำวิเศษณ์

**ขั้นตอนที่ 2:** ลองดูประโยคหรือส่วนของประโยคที่มีคำศัพท์ยาก ถ้าคำศัพท์นั้นเป็นคำนาม ดูว่าคำคุณศัพท์ใดที่ขยายคำนาม คำกริยาใดที่อยู่ใกล้คำนาม อีกนัยหนึ่ง คุณควรพิจารณาบริบทคำศัพท์ที่คุณต้องการทราบความหมาย

**ขั้นตอนที่ 3:** พิจารณาความสัมพันธ์ของประโยคที่มีคำศัพท์ยาก กับประโยคหรือย่อหน้าอื่นๆ บางครั้งคุณสามารถสังเกตความสัมพันธ์ระหว่างประโยคต่างๆ ได้จาก คำเชื่อม เช่น 'but', 'because', 'if', 'when' หรือจากคำวิเศษณ์ เช่น 'however' หรือ 'as a result' ประเภทของความสัมพันธ์ที่พบบ่อยคือ สาเหตุและผลลัพธ์ การเปรียบเทียบความต่าง การให้ข้อมูลเสริม ความสัมพันธ์ทางเวลา การให้ตัวอย่าง การสรุป

**ขั้นตอนที่ 4:** ใช้ข้อมูลที่คุณได้จากขั้นตอนที่หนึ่ง ถึง สาม รวมกับความรู้เดิมของคุณเกี่ยวกับเรื่องที่คุณมาช่วยในการเดาความหมายของคำศัพท์ยาก

**ขั้นตอนที่ 5:** ตรวจสอบว่าการเดาของคุณถูกต้องหรือไม่ โดย

- ก. ดูว่าชนิดของคำที่คุณหามาแทนเหมือนกับชนิดของคำศัพท์ที่คุณไม่มีความหมายหรือไม่ ถ้าไม่เหมือน การเดาของคุณยังคงมีข้อผิดพลาดอยู่
- ข. แทนที่คำศัพท์ยาก ด้วยคำที่คุณเดาว่าน่าจะมี ความหมายใกล้เคียงกับคำศัพท์ยากนั้น ถ้าประโยคโดยรวม อ่านแล้วได้ใจความ การเดาของคุณน่าจะถูกต้อง

แปลจาก Nation, I.S.P. 1990. Teaching and Learning Vocabulary. Boston: Heinle & Heinle, p. 162.

**Task 2:** พิจารณาความหมายของคำที่ขีดเส้นใต้โดยปฏิบัติตามขั้นตอนที่อยู่ในกรอบด้านบน หากำภาษาไทยที่น่าจะมีความหมายใกล้เคียงกับคำที่ขีดเส้นใต้ ทำกิจกรรมนี้ด้วยกันทั้งชั้นเรียน

1. When Hong Kong director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without **reservation**, "Zhang Yimou's artistic life is dead". (p.1)
2. Good movies were mainly in the art genre, and were usually rewarded with **a slew** of excellent reviews, but poor box office **takings**. (P. 3)
3. "Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies," said Zhang Weiping. He is the producer who **remolded** Zhang Yimou and pointed the director in the direction of big commercial undertakings. (p.7)

หมายเหตุ: 'genre' (n.) = ชนิด หรือ ประเภท 'undertakings' = ภาระหน้าที่

## EG 221: Reading for Information (Unit One/PM Version)

Task 2.1: จับกลุ่มสี่คน และช่วยกันเดาความหมายของคำศัพท์ที่ขีดเส้นใต้ โดยใช้เทคนิคหาคำขึ้นตอน ในการเดาความหมาย หากคำในภาษาไทยที่น่าจะมีความหมายใกล้เคียงกับคำที่ขีดเส้นใต้ เมื่อเสร็จแล้วอภิปรายคำตอบและบริบทที่ช่วยในการเดาคำศัพท์กับเพื่อนในชั้นเรียน

1. After only one week, its box office takings **surpassed** the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$ 30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has **taken off**. (p.11)
2. Hot on the heels of *Hero*'s commercial global success, the **prospects** of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. (p. 17)
3. *House of Flying Daggers* is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies **vie for** the lucrative festive market. (p.17)
4. Others complained the historical background is very vague, hence nobody can figure out which dynasty is **depicted** and the wooden actors play in scenes that do not follow a coherent story line. (P.18)
5. Today, the domestic movie market is maturing and competitive. Movie makers must respect the rules of the free market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is **at the helm**. (p.21).

หมายเหตุ: 'mark'(n.) = ระดับที่พึงพอใจ 'hot on the heels of something' = ทันทีทันใดหลังจากบางสิ่งบางอย่าง 'lucrative' (adj.) = ทำกำไร 'vague' (adj.) = คลุมเครือ 'dynasty' (n.) = ราชวงศ์ 'coherent' (adj.) = ที่มีความสอดคล้องกัน



Skimming

ปฏิบัติตามขั้นตอนต่อไปนี้

**Strategy**

ในกรณีที่มีเวลา  
จำกัด คุณควร  
อ่านแบบเร็ว  
(skimming) เพื่อ  
หาใจความ  
หลักหรือภาพ  
รวมของเนื้อ  
เรื่อง

**ขั้นตอนที่ 1:** ดูชื่อเรื่อง และอ่านเนื้อความในสองถึงสามย่อหน้าแรกของบทความ เนื่องจากประเด็นหลัก ของเรื่องมักจะอยู่ในส่วนบทนำ

**ขั้นตอนที่ 2:** อ่านประโยคแรกของแต่ละย่อหน้า

**ขั้นตอนที่ 3:** อ่านข้ามรายละเอียด และมองหาเฉพาะใจความหลักของส่วนที่คุณอ่าน

**ขั้นตอนที่ 4:** ถามคำถามประเภท ใครทำอะไร อย่างไร ที่ไหน เมื่อไร หรือ เกิดอะไรขึ้นในเนื้อเรื่อง กับตัวคุณเอง ขณะอ่าน เพื่อช่วยให้คุณหาใจความหลักของเรื่อง หรือย่อหน้าที่อ่าน

**ขั้นตอนที่ 5:** หลังจากที่คุณถามคำถามในขั้นตอนที่สี่ กับตัวคุณเอง ตอนนี้คุณน่าจะทราบว่า ประเด็นหลักของเรื่องที่คุณอ่านคืออะไร

**ขั้นตอนที่ 6:** ตรวจสอบว่าใจความหลักที่คุณหาได้ เกี่ยวข้องกับชื่อเรื่อง หรือส่วนก่อนบทนำ (lead-in) หรือไม่ ถ้าใช่ ใจความหลักที่คุณหาได้น่าจะถูกต้อง ถ้าไม่ จงพิจารณาใจความหลักของคุณอีกครั้ง

**Task 3:** อ่านย่อหน้าที่ 1 ถึง 6 อย่างรวดเร็ว ภายใน **หนึ่ง** นาที เพื่อหาคำอธิบายว่าทำไมผู้เขียนจึงกล่าวว่า “movie makers are at a crossroads” จงอ่านเฉพาะประโยคแรกของแต่ละย่อหน้า เมื่อเสร็จแล้ว ตอบคำถามด้านล่างและแลกเปลี่ยนคำตอบกับคู่ของท่าน ตอบคำถามเป็นภาษาไทยได้

1. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?

---

2. Which direction did Zhang Yimou choose for his new movie?

---

3. What was the result of Zhang Yimou's taking the new direction?

---

4. What is the main idea of what you have read?

---

Reading Activity

Task 4: จับกลุ่มสี่คนอ่านย่อหน้าที่ได้รับมอบหมาย ช่วยกันหาประเด็นสำคัญในย่อหน้านั้นๆ เมื่อเสร็จแล้ว จับกลุ่มใหม่ซึ่งประกอบไปด้วยสมาชิกจากกลุ่มแรกอย่างน้อยหนึ่งคน สลับกันเล่าย่อหน้าที่ท่านได้อ่าน ให้กับสมาชิกในกลุ่มใหม่ เมื่อทำกิจกรรมนี้เสร็จ ท่านจะได้ภาพรวมของเนื้อเรื่องทั้งหมด ความหมายของคำศัพท์อยู่ในหน้า 7

**Movie Makers at Crossroads**

*Director Zhang Yimou scores at the box office, but gets slammed by critics*  
By Tang Yuankai

When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without reservation, "Zhang Yimou's artistic life is dead." (p.1)

Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's." (p.2)

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

Since Zhang Yimou's name became well known in the 1990s, he was considered a pioneer cinematographer who set trends for movie-makers in China. In 2002, Zhang started to change his research focus from pure art movies to commercial films. Today, he has succeeded as a commercial movie director, but failed in his more creative art movie pursuits. (p.4)

"We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5)

Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

"Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies," said Zhang Weiping. He is the producer who remolded Zhang Yimou and pointed the director in the direction of big commercial undertakings. They have known each other for 16 years, and Zhang Weiping has invested in all Zhang Yimou's movies since 1996. (p.7)

Zhang Weiping used to be a pharmacist, before investing in real estate, and now still owns a company selling food to airliners and medicine. But it is the title of Board Chairman of New Picture Film Co. Ltd. that he enjoys the most. (p.8)

In 1995, he lost over 10 million yuan (\$1.2 million) after financing one of Zhang Yimou's movies. The reason is he didn't realize a movie needed to be marketed before it could make money. (p.9)

Normally, businesspeople would stop investing after they lose money. However, Zhang Weiping used his funds from a real estate project and invested another 20 million yuan (\$2.42 million) in Zhang Yimou's following two movies, *No One Missing* and *The Road Home*. "I would support Zhang Yimou, no matter how high the risk was. The reason was I believed that he was going to become a successful movie maker," explained Zhang Weiping. (p.10)



Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)



One month before *House of Flying Daggers* was screened, many of the cinema chains in China received a schedule agreement on sponsoring the movie's global premiere. The agreement said that if cinema chains wanted to set up a branch premiere, the precondition would be that they must pay an authorization fee of 500,000 yuan (\$60,400). "The money was used for renting big screens. The ceremony would be broadcast live by 165 radios in the country, and another 150 TV stations would rebroadcast the edited ceremony programs later," explained Zhang Weiping. After the money was received, his company would install giant screens at branch premiere locations, transfer signals of the ceremony by satellite and authorize the sponsoring cinema chains to assist with advertising. (p.12)

According to Yu Yuxi, General Manager of New Picture, the company spent a lot of money on promoting *House of Flying Daggers*, much more than the expense on the premiere ceremony of *Hero*. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most". (p.13)

Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.14)

According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p.15)

Zhang Weiping said that even though the media and audiences responded to his movies negatively, nobody could deny that they were a commercial success. (p.16)



Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.18)

In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. (p.19)

In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt he wasted the acting techniques of his good actors and actresses. (p.20)

Today, the domestic movie market is maturing and competitive. Movie makers must respect the rules of the free market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (p. 21)

Adapted From *Beijing Review*, September 2, 2004, p 34-35

#### Glossary:

1. genre (p.3) (n.) = ชนิด ประเภท
2. pursuits (p.4) (n.) = ความพยายามในการทำบางอย่าง
3. undertakings (p.7) (n.) = ภาระหน้าที่
4. mark (p. 8) (n.) = ระดับที่พึงพอใจ
5. lucrative (p.14) (adj.) = ทำกำไร
6. hot on the heels of something (p.17) = ทันทีทันใดหลังจากเหตุการณ์บางอย่าง
7. spectacular (adj.) (p.18) = ที่น่าตื่นตาตื่นใจ
8. vague (adj.) (p.18) = คลุมเครือ
9. dynasty (n.) (p.18) = ราชวงศ์
10. coherent (adj.) (p.18) = ที่มีความสอดคล้องกัน
11. at someone's disposal (p.20) = มีว่างสำหรับใช้สำหรับคนหนึ่ง



## Identifying the Topic Sentence and Topic

**Strategy**

ประโยคใจความ  
หลักของแต่ละย่อ  
หน้ามักจะอยู่ที่  
ส่วนแรกหรือ  
ส่วนท้ายของแต่ละย่อหน้า  
ประโยคอื่นๆ  
ในย่อหน้าทำ  
หน้าที่เป็น  
ประเด็น  
สนับสนุนประโยค  
ใจความหลัก

Task 5: ชีดเส้นใต้ประโยคใจความหลัก และสรุปหัวข้อหลักของย่อหน้าดังต่อไปนี้ ทำกิจกรรมนี้ด้วยกัน  
ทั้งชั้นเรียน.

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

The main topic: \_\_\_\_\_

NB: ใจความหลักไม่ควรกว้างหรือแคบเกินไป มิเช่นนั้นประโยคนั้นจะทำหน้าที่เป็นประเด็นย่อยหรือประเด็นทั่วไป หัวข้อหลัก เป็นใจความที่ย่อหน้านั้นๆกล่าวถึงเป็นหลัก ผู้อ่านที่ดีจำเป็นจะต้องรู้ว่าหัวข้อหลักของแต่ละย่อหน้าคืออะไร หัวข้อหลักสามารถอยู่ในรูปของคำ หรือวลี

**Tips**

ถามคำถาม  
ประเภท ใครทำ  
อะไร ที่ไหน  
อย่างไร เกิดอะไร  
ในเมื่อ  
เรื่อง และทำไม  
กับตัวคุณขณะ  
อ่านเพื่อช่วยใน  
การหาประโยค  
ใจความหลัก

ประโยคที่  
สามารถตอบ  
คำถามดังกล่าว  
ทำหน้าที่เป็น  
ประโยคใจความ  
หลัก

Task 5.1: ทำงานกลุ่มสี่คน ชีดเส้นใต้ประโยคใจความหลัก และ สรุปหัวข้อหลักของแต่ละย่อหน้า ท่าน  
สามารถเขียนสรุปหัวข้อหลักเป็นภาษาไทย

1. Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

The main topic: \_\_\_\_\_

2. Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)

The main topic: \_\_\_\_\_

EG 221: Reading for Information (Unit One/PM Version)

3. Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.14)

The main topic: \_\_\_\_\_

4. According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang frequently was given awards for his former films. (p.15)

The main topic: \_\_\_\_\_

5. Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The main topic: \_\_\_\_\_

6. The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.18)

The main topic: \_\_\_\_\_

7. In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. (p. 19)

The main topic: \_\_\_\_\_

## EG 221: Reading for Information (Unit One/PM Version)

### Intensive Reading

**Task 6:** ทำงานกลุ่มสี่คน ช่วยกันเติมคำในช่องว่างเพื่อให้ย่อความของย่อหน้า 15 ถึง 18 สมบูรณ์ จงเติมคำไม่เกิน**สามคำ**ในแต่ละช่อง เติมคำตอบเป็นภาษาไทยได้ เมื่อเสร็จแล้ว อภิปรายคำตอบกับเพื่อน



According to paragraphs 18-21, Zhang Yimou's movie *House of Flying Daggers* has been considered (1) \_\_\_\_\_(adverb); however, people criticized three major aspects of the movie: the unspectacular kungfu scenes, (2) \_\_\_\_\_(noun), and (3) \_\_\_\_\_(noun). The reason that Zhang Yimou has received not only good but also bad feedback on his new movie is it is difficult for (4) \_\_\_\_\_(noun) and (5) \_\_\_\_\_(noun) to go well together. Therefore, the artistic aspect of the movie has been (6) \_\_\_\_\_ by many Chinese people. To make the movie internationally successful, Zhang Yimou used (7) \_\_\_\_\_ (noun) from various Asian backgrounds, but they could not show off their (8) \_\_\_\_\_(noun) in the movie as the director tended to pay more attention to (9) \_\_\_\_\_ (noun). Nowadays, what most audiences from China most expect from movies is (10) \_\_\_\_\_ (noun) while the reputation of the director cannot guarantee that a movie will become popular.

### Understanding References (Pronoun references)

#### Strategy

ผู้เขียนมักใช้คำสรรพนามอ้างถึง เช่น 'it', 'he', 'they', 'this', 'those', 'them', 'one', 'so', 'such', 'other(s)' หรือ 'some' เพื่ออ้างถึงข้อความที่ได้กล่าวไว้แล้วในเนื้อเรื่อง เพื่อหลีกเลี่ยงการกล่าวซ้ำ ตัวอย่างเช่น

He gave her a present. **This** made her delighted.

"Do you think he's upset?" "I don't think **so**."

A number of sharks are hunted for their fin. **Such** cruelty is really beyond my comprehension.

## EG 221: Reading for Information (Unit One/PM Version)

Task 7: จับคู่กับเพื่อน จากนั้นช่วยกันอธิบายว่าคำสรรพนามอ้างถึงที่ขีดเส้นใต้ อ้างถึงสิ่งใดในแต่ละย่อหน้า

### Tips

คุณควร

อ่านย้อนหลังเพื่อ

หาคำสรรพนาม

นามอ้างถึงอ้าง

ถึงสิ่งใด

'this' สามารถ

อ้างถึงคำคำเดียว

หรือใจ

ความทั้งหมดก็ได้

1. China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of excellent reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p. 3)

'this' refers to the truth that \_\_\_\_\_.

2. "We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5) Zhang Yimou's new movie is changing all that.

'all that' refers to the fact that \_\_\_\_\_.

3. Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

'this movie' refers to \_\_\_\_\_.

'all this' refers to the fact that \_\_\_\_\_.

4. In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience... (p. 20)

'This galaxy of stars' refers to \_\_\_\_\_.



### Strategy

ผู้เขียนบางครั้งคาดว่าผู้อ่านจะมีความเข้าใจในตัวเนื้อเรื่อง และสามารถที่จะอนุมานหรือสรุปความที่ผู้เขียนไม่ได้กล่าวโดยตรงได้ ผู้เขียนจึงไม่ได้อธิบายทุกอย่างในเนื้อเรื่อง เมื่อคุณอนุมาน คุณจะต้องใช้ความคิดและวิเคราะห์เพื่อที่จะสามารถตีความสารที่ผู้เขียนไม่ได้กล่าวโดยตรง

ตัวอย่างเช่น จากย่อหน้าที่ 2 ถึงแม้ว่าผู้เขียนจะไม่ได้กล่าวโดยตรงว่า Zhu Yanping รู้สึกอย่างไร กับหนังเรื่อง House of Flying Daggers และความสามารถของผู้กำกับ Zhang Yimou แต่เราสามารถอนุมานได้ว่า เขาไม่ได้คิดว่า Zhang Yimou เป็นผู้กำกับที่มีความสามารถอีกต่อไป และหนังของเขาก็ไม่ได้มีเอกลักษณ์ แต่เป็นเพียงหนังทั่วไป เราตีความ ความรู้สึกของ Zhu Yanping ที่มีต่อหนังและผู้กำกับได้จาก *'Any other director could also make a movie as good as this one if they were given a budget as big as Zhang's'*.

**Task 8:** ทำงานกลุ่มสี่คน ช่วยกันหาคำตอบของคำถามข้อ 1 ถึง 5 เมื่อเสร็จแล้ว อภิปรายคำตอบของกลุ่มกับเพื่อนในชั้นเรียน ใช้ภาษาไทยในการตอบคำถามได้

1. Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's. (p.2)

According to Zhu, the only factor that made Zhang's movie well made is

\_\_\_\_\_ not \_\_\_\_\_.

2. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most". (p.13)

From the above quote of General Manager of New Picture, we can infer that without a guarantee that VCD or DVD production of the movie can be released only after the movie has been shown for two months, the cinema chains \_\_\_\_\_.

3. Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p. 14)

According to paragraph 14, we can infer that in China DVDs tend to be popular among people who

### Tips

ข้อความบางข้อ  
ความเป็นการ  
กล่าวโดยตรงแต่  
ใช้คำพูดใหม่  
(restatement)  
ไม่ใช่การอนุมาน  
ดังนั้นจึงไม่ใช่  
คำตอบที่ถูกต้อง

3.1 เลือกหนึ่งข้อความที่ท่านสามารถอนุมานจากย่อหน้านี้ได้ และยกหลักฐานจากในย่อหน้ามาสนับสนุนคำตอบของท่าน

- A) The price of the copyright of the movie is quite low.
- B) The cost of movie tickets in China is very expensive.
- C) People were worried about the price of the copyright of the movie.
- D) The risk of having a deficit from selling the DVD version of the movie would be low.
- E) Most people in China do not want to go to see a movie since DVDs are cheaper.
- F) The copyright of the movie will be sold only to those who know how to make business.

4. "To both the common western audience and the movie market, only kungfu movies are easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p. 15)

From this excerpt, we can infer that the movies that Zhang Yimou used to make were

\_\_\_\_\_ despite their unpopularity in the market.

5. Today, the domestic movie market is maturing and competitive. Movie makers must respect the rules of the free market, where the movie consumers have absolute freedom to choose what is best for them. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a “famous director” is at the helm. (p.21)

5.1 เลือกสองข้อความที่ท่านสามารถอนุมานจากย่อหน้านั้นได้ และยกหลักฐานจากในย่อหน้ามาสนับสนุนคำตอบของท่าน

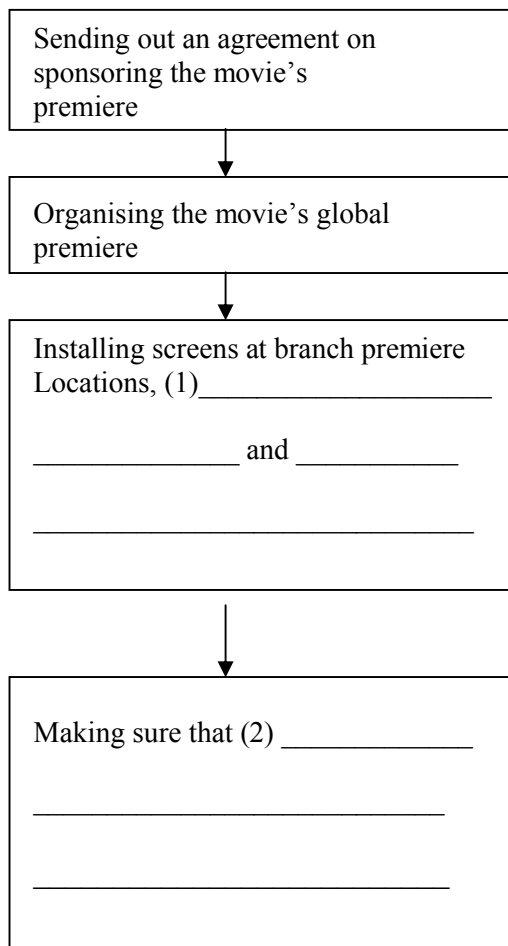
- A) The movie market in China is now competitive.
- B) Movie companies are very worried about the ways to advertise their movies.
- C) Commercially successful movies are directed by a well-known director only.
- D) Chinese people do not seem to pay much attention to the name of a director.
- E) Quality of the movie rather than commercial techniques should be of concern to a director.
- F) Commercial techniques are strongly recommended by the domestic movie market to help make good business from movies.

### Self-Study Work

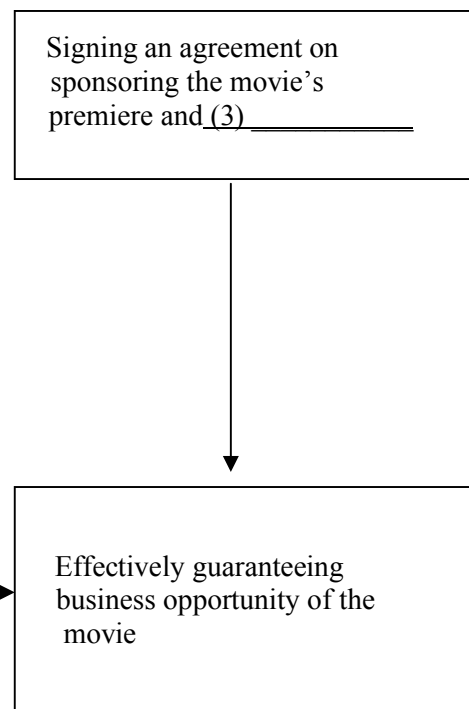
อ่านย่อหน้า 9 ถึง 14 เพื่อหาข้อมูลเพิ่มเติมเกี่ยวกับ แนวโน้มในการผลิตหนัง การทำการตลาด การส่งเสริมหนัง  
เมื่อเสร็จแล้ว เติมใจความด้านล่างให้สมบูรณ์ ตรวจสอบคำตอบในหน้า 16

#### Global Marketing and Promotion Plan in China

##### New Picture Film Co. Ltd.



##### Cinema chains in China

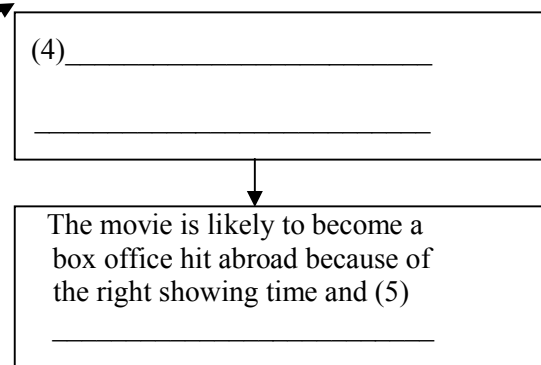


#### International Marketing and Promotion

##### New Picture Film Co. Ltd.



##### Sony





***Self-Evaluating your Reading Performance***

Task 9: เขียนบันทึกว่าคุณได้เรียนอะไรในบทเรียนนี้ ยกตัวอย่างเช่น ได้เรียนคำศัพท์ใหม่ กลยุทธ์ในการอ่าน  
ต่างๆ หรือ ความรู้ใหม่ๆ ที่คุณได้เรียนรู้ในบทเรียนนี้ ใช้บันทึกนี้ ช่วยทบทวนว่าคุณได้เรียนอะไร และจะทำ  
อย่างไรที่จะพัฒนาทักษะการอ่านของคุณ บรรยายเป็นภาษาไทยโดยละเอียด

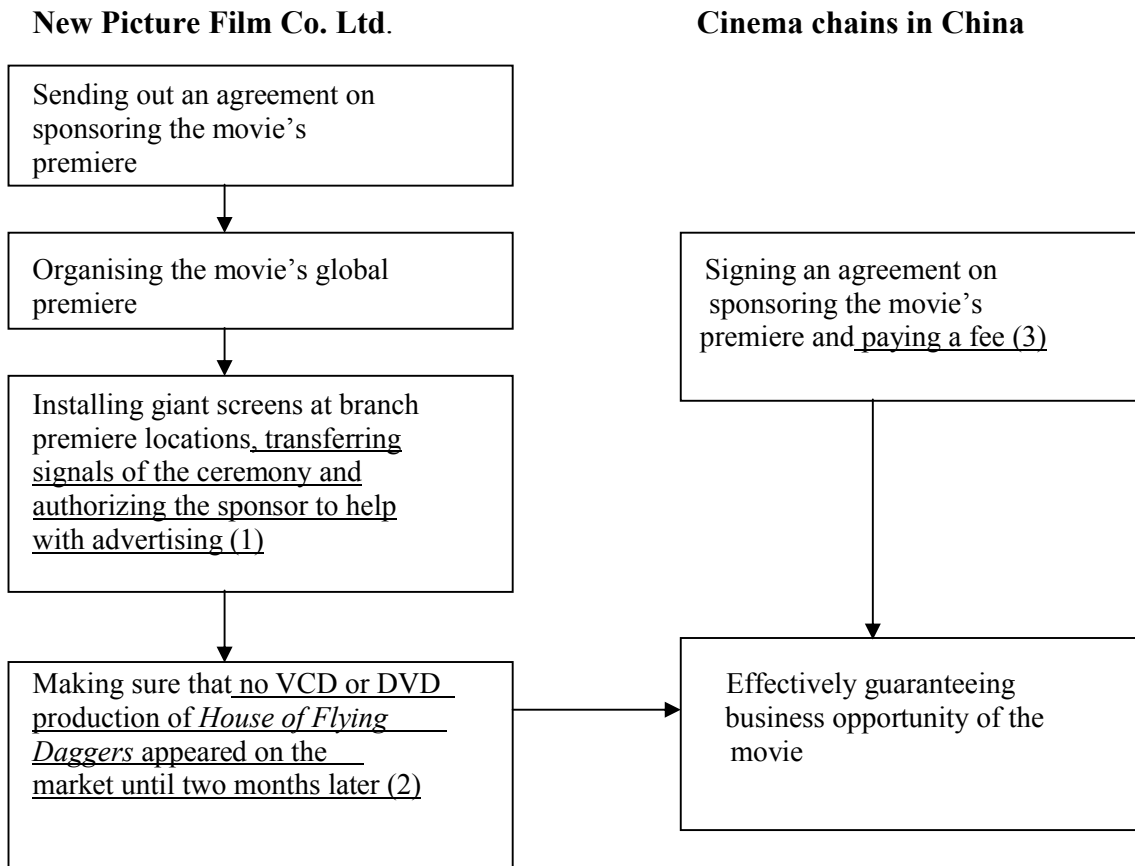
สิ่งที่ฉันได้เรียน .....



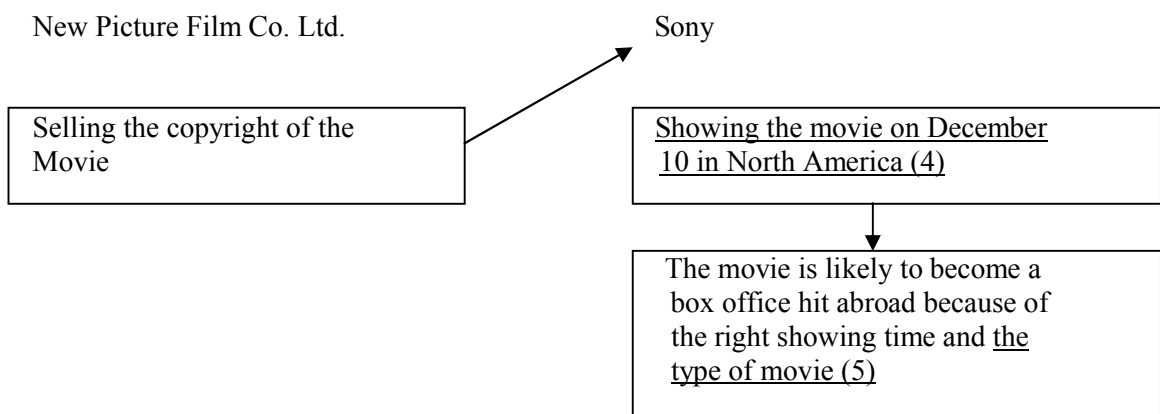
ฉันจะอย่างไรในการพัฒนาทักษะการอ่าน

***Suggested answers***

**Global Marketing and Promotion Plan in China**

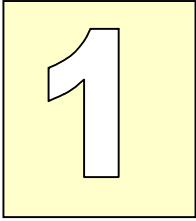


**International Marketing and Promotion**



## **Appendix 4**

Sample Teacher's Manual for second-cycle materials  
Unit One: *Movie Makers at Crossroads* (TS and PM  
versions)

***Movie Makers at Crossroads***  
***Teacher's Manual***

Objectives: This unit aims to enable the students to:

1. predict what the text will be about from the title and lead-in
2. guess meaning of unknown words from context
3. skim for the main idea
4. identify the topic sentence and topic
5. understand references
6. infer the writer's implicit ideas

This unit will be covered in the three to four 90-minute lessons. Below is the summary of the time spent on each Task.

Tasks	Time (minutes)
1. Task 1: Predicting What the Text will be About from the Title and Lead-in	15
2. Task 2: Guessing Meaning of Unknown Words from Context (whole class activity)	15
3. Task 2.1: Guessing Meaning of Unknown Words from Context (small group activity)	30
4. Task 3: Skimming and Answering the Follow-up Questions	20
5. Task 4: Reading Activity	45
6. Task 5 and 5.1 : Identifying the Topic Sentence and Topic	25
7. Task 6: Intensive Reading	30
8. Task 7: Understanding References	20
9. Task 8: Inferring the Writer's Implicit Ideas	30
Total	225 minutes

\*The time suggested for each Task can be extended as appropriate/ the additional role of the teacher in the PM group is printed in bold and put in the box throughout the manual.

*Predicting What the Text will be about from the Title and Lead-in*

**Task 1:** Explain why it is important for the students to begin their reading with predicting the text content by making use of the title and lead-in. It is very critical that they clearly understand why they are asked to look at the title and lead-in and to predict what the text will be mainly about before going straight to the text. Then, get them to work in pairs and encourage them to guess the text content from the title and the lead-in. Make sure the students understand the meaning of 'at a crossroads', before getting them to work on their own. Encourage them to guess what 'at a crossroads' probably mean from the context.

**Vocabulary:**

to be at a crossroads (idiom) = to be in a stage in your life when you have to make a very important decision

After going through the difficult words with the whole class, give the students five minutes to discuss the title and lead-in with their partner. When they are ready, elicit their answers, encourage the whole class to express their opinions about their classmates' answers and give them feedback.

For the PM group, ask the students to use Thai in their discussion. Explain to them that the use of their mother tongue can help them express their ideas deeply and facilitate their understanding. Guide them through the meaning of 'score' (succeed in an activity) and 'slam' (criticize/ informal). During the elicitation and feedback phase, ask them to express their views in Thai.

*Guessing Meaning of Unknown Words from Context*

**Task 2:** Repeat the 5 step technique with the whole class and encourage the students to guess meaning of unknown words whenever they read by making use of context clues. Then, work on Task 3 with the whole class to model them how to guess the word meaning by using the 5-step technique. During the modeling phase, keep asking the students questions, such as 'what is the part of speech of the unknown words?', 'What are the clues to the meaning of the unknown word?', 'What do you think this word would probably mean?' to familiarize them with how to guess the meaning of unknown words from context.

**NB:** When giving feedback and explanation, stress the clues the students can make use of in each item to raise their awareness of how to check whether their guesses are correct.

**Suggested answers:**

1. 'reservation' = hesitation, doubt (the clues: ..., 'he commented without...."Zhang Yimou's artistic life is dead'.
2. a slew = a large number or amount /takings= money, income or profit (the clues: 'excellent reviews', 'but', 'poor box office')
3. remolded = changed (the clues: ..., 'who paid attention only to the quality of his movies, and pointed the director of big commercial businesses')

**Task 2.1:** Get the students to work in groups of four. Give them about 15 minutes to work on their own. You can give help only if they ask for it. If not, you just observe what they are doing. If they seem to have difficulties with words such as 'dynasty' or 'wooden', encourage them to guess their meaning and write the definition of those words on the whiteboard for the students. When they finish, go through the answers with the whole class by eliciting the answers from the students and giving them feedback on their answers. It is very important to point the students to the clues to the word meaning. Repeat the 5-step technique during the feedback phase.

'dynasty' = a series of rulers who are all from the same family, 'wooden' = awkward.

For the PM group, ask them to use Thai in their discussion and to think of the meaning of unknown words in Thai. They can write the answers in Thai. During the elicitation and feedback phase, ask them to explain their ideas in Thai and help them put their ideas in English later.

**Suggested Answers:**

1. 'surpassed'= **exceeded** (the clues: 'After only one week, its box office takings.....the 100-million-yuan mark and within three months, it had grossed 243 million yuan...') / 'taken off' = **become popular** (the clues: 'Since then, Zhang Weiping's movie company has been profitable...')
2. 'prospects' = **opportunities** (the clues: 'Hero's commercial global success/.....are looking good abroad')
3. 'vie for' = **compete** (the clue: ...'the lucrative festive market')
4. 'depicted' = **shown** (the clues: 'which dynasty,...' /'a coherent story line')

5. 'at the helm'= **in charge** (the clues: 'If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is....')

### *Skimming*

**Task 3:** Go through the 5-step technique with the whole class before asking them to look at the questions in Task 3. Underline the importance and the purpose for skimming. Emphasise that they should keep asking themselves *wh*-questions to help direct their reading and check what the main idea of the text is. Then ask them to skim through paragraphs 1 to 6 within one minute by reading the first sentence of each paragraph individually to find out why the writer says 'Movie makers are at a crossroads'.

When the time is over, ask them to answer the questions. Give the students five minutes to work on their own and then another five minutes to exchange their answers with their partner. Elicit their answers and provide the feedback. During the elicitation and feedback phase, repeat the 5-step technique of how to skim to raise their awareness of what they have to do while skimming.

For the PM group, ask the students to discuss and explain the answers in Thai. Elicit the answers from them in Thai and then help them put their ideas in English.

### **Suggested answers:**

1. From the article, the director Zhang Yimou made a big decision in choosing between two things when making the film *House of Flying Daggers*. What were the two choices?

Answer = They were 'producing the creative art movie' and 'producing the commercial movie to serve the movie market'.

2. Which direction did the director Zhang Yimou choose for his new movie?

Answer = He decided to make a commercial movie not an art one.

3. What was the result of Zhang Yimou's taking the new direction?

Answer = He gained good business opportunities but his movie was criticized by the critics.

5. What is the main idea of what you have read?

Answer = To make his movie a box office hit, the director Zhang Yimou decided to make a commercial movie, which was criticized by movie critics.

### *Reading Activity*

**Task 4:** Model the class how to read the introduction (paragraphs 1 to 6). While modeling, keep asking them questions to stimulate them to think along. Then, ask the students to get into groups of four and assign each group to read different paragraphs of the text. Tell them to read for the main points and major supporting details of their assigned section. Advise them to skip unnecessary details and keep asking themselves while reading. Give them ten minutes to read their assigned paragraphs. When they finish, ask each group to report what they have read in groups to the whole class. The students can summarise what they have read in Thai. Give the students more explanation and feedback on their reading.

**NB:** Tell the students that they can study the meaning of the unknown words from the glossary at the bottom of the text.

For the PM group, after modeling the students how to read the introduction (paragraphs 1 to 6), ask them to get into groups of four and assign each group to read different paragraphs of the text. Give them ten minutes to read their assigned paragraphs. When they finish, put the students into a new group consisting of at least one member from their first group. In a new group, ask them to take turns telling other members about what they have read. Give them 15 minutes for this. Doing so, the students will have the whole picture of the text. When they are ready, ask some students to explain the main idea of different parts of the text. Keep asking them questions, give them feedback and provide an explanation. Ask them to use Thai throughout.



\*\* You can ask the students to do a self-study Task on page 14 outside class after they finish reading the text *Movie Makers at Crossroads*. The students can check the answers on page 16 of their materials\*\*

### *Identifying the Topic Sentence and Topic*

**Task 5:** Explain what the topic sentence and topic are as well as why and how to locate them. Work on Task 5 with the whole class by modeling them how to find the topic sentence and how to think of the topic. Keep asking them *wh*-questions to help guide them through the topic sentence. Explain to them why the sentence *some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money* is the topic sentence and why *Zhang Yimou's new ways of developing the commercial movie industry* is the main topic. Emphasise that other sentences are the details supporting the topic sentence. Tell them to ask *wh*-questions, such as 'what?' 'when?' 'where?' 'how?' and 'why?' while reading.

**NB:** Emphasise that the topic is the idea mainly discussed in a paragraph. The students can take out key words or phrases from a paragraph when they try to come up with the main topic.

**Task 5.1:** Ask the students to work on Task 5.1 in groups of four. You can give help only if they ask for it. If not, you just observe what they are doing. Give them 15 minutes for this. When they finish, elicit their answers and give them feedback on their answers.

For the PM group, ask them to discuss the answers in groups in Thai and think of the main topic in Thai. After eliciting the answers from the whole class in Thai, help them put their ideas in English.

#### Suggested answers

1. The topic sentence is *Zhang Yimou's new movie is changing all that*.  
The main topic is *Zhang Yimou's new movie*
2. The topic sentence is *Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off*.

The main topic is *the success of the movie company and a new trend of movie producing, marketing and promotion*

3. The topic sentence is *Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying.*

The main topic is *the copyright of the movie*

4. The topic sentence is *Zhang Yimou realized that only kungfu movies can be commercially successful abroad.*

The main topic is *kungfu movies*

5. The topic sentence is *(Hot on the heels of Hero's commercial global success), the prospects of House of Flying Daggers are looking good abroad.*

The main topic is *the prospects of House of Flying Daggers.*

6. The topic sentence is *The movie has brought Zhang both the best and worst comments of his life.*

The main topic is *comments about Zhang Yimou's new movie.*

7. The topic sentence is *In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict.*

The main topic is *a conflict between the commercial value and artistic value of a movie.*

### Intensive Reading

**Task 6:** Ask the students to work in groups of four and to complete Task 5 by themselves. **Work on the first few items with the class as example.** Tell them that the part of speech of the word they have to fill is in parentheses. You can give help only if they ask for it. If not, you just observe what they are doing. Give them 15 minutes for this. When they finish, ask each group to share their answers with the whole class. Discuss the right answers and give feedback on the students' answers. During the elicitation and feedback phase, point out the clues and key words to the answers to raise their awareness of how to think of and check the answers. Write the answers on the whiteboard.

For the PM group, ask the students to discuss the answers in groups in Thai. They can write the answers in Thai. Elicit the answers from the whole class in Thai and then help them put their answers in English.

**Suggested Answers:**

According to paragraphs 18-21, Zhang Yimou's movie House of Flying Daggers has been considered commercially (1) successful; however, people criticized three major aspects of his movie: the unspectacular kungfu scenes, unclear (2) historical plot, and poor (3) acting techniques. The reason that Zhang Yimou has received not only good but also bad feedback on his new movie is it is difficult for (4) commercial values and (5) movie artistry to go well together. Therefore, the artistry aspect of the movie has been (6) rejected/criticized by many Chinese people. To make the movie internationally successful, Zhang Yimou used (7) well-known stars from various Asian backgrounds but they could not show off their (8) acting talent in the movie as the director tended to pay more attention to (9) sight and sound/effects. Nowadays, what most audiences from China most expect from movies is the movie (10) quality/artistry while the reputation of the director cannot guarantee that a movie will become popular.

***Understanding References (Pronoun references)***

**Task 7:** Explain the class what references are and why it is important for them to be able to identify them. Then, ask the class to look at the examples provided on page 10 and ask the students what 'this', 'so' and 'such' refer to. Ask them to circle around the words 'this', 'so' and 'such' and draw a line from these three words to an idea they refer to.

Then ask the students to work in pairs and to help each other complete Task 7. Give them ten minutes for this activity. Walk around the class and give help to them if they ask for it. When they finish, elicit answers from the whole class and provide them feedback. Write the answers on the whiteboard.

For the PM group, ask them to discuss the answers in Thai. Elicit the answers from the whole class in Thai and then help them put their ideas in English.

**Suggested answers:**

1. 'this' refers to the truth that art movies were not popular among Chinese audiences.
2. 'all that' refers to the fact that Chinese movies were not profitable.
3. 'this movie' refers to House of Flying Daggers.  
'all this' refers to the fact that House of Flying Daggers is the first Chinese movie screened in North America during the Christmas season and that there is a talk of the movie having Oscar potential.
4. 'This galaxy of stars' refers to the Chinese mainland's, Hong Kong's and Japan's most famous movie stars.

***Inferring the Writer's Implicit Ideas***

**Task 8:** Ask the students to study the strategy explanation and explain to them what inferences are and why it is important for them to be able to infer the writer's messages. Then, discuss and model the class how to infer the writer's message from the following sentence 'Any other director could also make a movie as good as this one if they were given a budget as big as Zhang's'.

Then, ask the students to work in groups of four and to complete Task 8. Work on the first item with the whole class as an example. Give them 15 minutes for this activity. You can give help only if they ask for it. If not, you just observe what they are doing. When they finish, elicit the answers from the whole class and give them feedback on their answers.

For the PM group, tell the students to use Thai in their discussion. They can answer the questions in Thai. After eliciting the answers from the whole class, help them put their ideas in English.

**Suggested Answers:**

1. According to Zhu, the only factor that made Zhang's movie well made is a large amount of money/a big budget not the director's talent
2. From the above quote of General Manager of New Picture, we can infer that without a guarantee that VCD or DVD production of the movie can be released only after the movie has been shown for two months, the cinema chains may not be able to make good business from the movie.
3. According to paragraph 11, we can infer that in China DVDs tend to be bought by people who have not seen the movie at the cinema yet.
- 3.1. The statement you can infer from paragraph 11 is:

D) The risk of having deficit from selling the DVD version of the movie would be low.

Evidence = We can infer this statement from what Yu said, "Because of our successful promotion, the movie became famous. So anyone who got the audio and video copyright would get a wonderful business opportunity." Yu also emphasised that many people were waiting for DVD production, because movie audience space was limited.

4. We can infer that the movies that Zhang Yimou used to make were of quality/good movies despite their unpopularity in the market.
5. The statements you can infer from paragraph 18 are:

D) Chinese people do not seem to pay much attention to the name of a director.

Evidence: If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm.

E) Quality of the movie rather than commercial techniques should be of concern to a director.

Evidence: If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed.

## **Appendix 5**

Sample tasks-in-process questionnaires: The first cycle

## Sample Tasks-in-Process Questionnaires: The First Cycle

### Unit One: *Movie Makers at Crossroads*

Directions: Please answer all the questions which apply to you.

#### Task 1: Predicting What the Text will be about from the Title and Lead-in

1. How much has the task met your particular needs in reading?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

1.1 Please explain the reason(s) why you felt that way.

---

---

2. What did you learn from the task?

---

---

3. How enjoyable did you find the task?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL ENJOYABLE		NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

☐ Too easy                      ☐ Appropriate to my level                      ☐ Too difficult

4.1 If you found the language 'too difficult', please explain the reason(s) why you felt that way.

---

5. Did you find the task content appropriate to your background knowledge?

☐ YES

☐ NO

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

---

---

6. How appropriate did you find the procedures of this task in terms of your learning style?

☐ Very appropriate

☐ OK

☐ Not appropriate

6.1 Please explain the reason(s) why you found the task procedures inappropriate to your learning style?

---

---

7. Did you like the discussion questions provided in the task?

☐ YES

☐ NO

7.1 If you did not like the questions, please explain the reason(s) why you felt that way.

---

---

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

☐ I would like to have more help from the teacher.

☐ I would like to have less help from the teacher.

☐ I think the amount of help is fine.



9. How much did working in pairs help you achieve the task outcome(s)?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

9.1 Please explain the reason(s) why you felt that way.

---

---

10. Were you given enough time to complete the task?

---

---

11. Can you write one thing you liked about the task?

---

---

12. Can you write one thing you did not like about the task?

---

---

### **Task 8.1: Fill in the Gap Activity**

1. How much has the task met your particular needs in reading?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

1.1 Please explain the reason(s) why you felt that way.

---

---

2. What did you learn from the task?

---

---

3. How enjoyable did you find the task?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL ENJOYABLE		NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

☐ Too easy                      ☐ Appropriate to my level                      ☐ Too difficult

4.1 If you found the language 'too difficult', please explain the reason(s) why you felt that way.

---

5. Did you find the task content appropriate to your background knowledge?

☐ YES                      ☐ NO

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

---

---

6. How appropriate did you find the procedures of this task in terms of your learning style?

☐ Very appropriate                      ☐ OK                      ☐ Not appropriate

6.1 Please explain the reason(s) why you found the task procedures inappropriate to your learning style?

---

---

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

☐ I would like to have more help from the teacher.

☐ I would like to have less help from the teacher.

☐ I think the amount of help is fine.

8. How much did working in pairs help you achieve the task outcome(s)?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

8.1 Please explain the reason(s) why you felt that way.

---

---

9. Were you given enough time to complete the task?

---

---

10. Can you write one thing you liked about the task?

---

---

11. Can you write one thing you did not like about the task?

---

---

### Task 9.1: Identifying the Topic Sentence and Topic

1. How much has the task met your particular needs in reading?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

1.1 Please explain the reason(s) why you felt that way.

---

---

2. What did you learn from the task?

---

---

3. How enjoyable did you find the task?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL ENJOYABLE	NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE	

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

☐ Too easy      ☐ Appropriate to my level      ☐ Too difficult

4.1 If you found the language 'too difficult', please explain the reason(s) why you felt that way.

---

5. Did you find the task content appropriate to your background knowledge?

☐ YES      ☐ NO

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

---

---

6. How appropriate did you find the procedures of this task in terms of your learning style?

☐ Very appropriate

☐ OK

☐ Not appropriate

6.1 Please explain the reason(s) why you found the task procedures inappropriate to your learning style?

---

---

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

☐ I would like to have more help from the teacher.

☐ I would like to have less help from the teacher.

☐ I think the amount of help is fine.

8. How much did working in pairs help you achieve the task outcome(s)?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

8.1 Please explain the reason(s) why you felt that way.

---

---

9. Were you given enough time to complete the task?

---

---

10. Can you write one thing you liked about the task?

---

---

11. Can you write one thing you did not like about the task?

---

---

*Thank You for Your Cooperation*

## **Appendix 6**

Sample end-of-unit questionnaires: The first cycle

## Sample End-of-Unit Questionnaires: The First Cycle

### Unit One: *Movie Makers at Crossroads*

Directions: Please answer all the questions which apply to you. This questionnaire has **FIVE** pages.

#### A) TEXT

1. How enjoyable did you find the text?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL ENJOYABLE		NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE

1.1 Please explain the reason(s) why you felt that way.

---

2. How did you find the text length?

☐ Too long      ☐ OK      ☐ Too short

3. How did you find the text in terms of its difficulty?

☐ Too difficult      ☐ Appropriate      ☐ Too easy

3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

---

---

#### B) LEARNERS' INTEREST

4. Did the unit have an attractive appearance (visual, layout and print)?

☐ YES      ☐ NO



4.1 If you answered 'NO', what changes would you like to make to the unit's appearance?

---

---

5. To what extent did the tasks in the unit appeal to you?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL APPEALING		NOT VERY APPEALING		APPEALING		VERY APPEALING

6. Which of the tasks in the unit did you find the most interesting? Why?

---

7. Which of the tasks in the unit did you find the least interesting? Why?

---

### C) READING STRATEGIES

8. At the start, what did you expect to gain from the *Reading for Information* course?

---

9. To what extent have the reading strategies in the unit served your learning needs?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

10. Which strategy did you find the most helpful? Why?

---

11. Did you find any strategy unnecessary?

☐ YES

☐ NO

11.1 If you answered 'YES', please state the reason(s) why you felt that way.

---

12. Is there any reading strategy you would like to add to the unit? If yes, what would you like to add?

---

#### **D) TASKS**

13. Which task did you find the most helpful? Why?

---

14. Which task did you find the least helpful? Why?

---

15. Did you find any tasks particularly difficult?

☐ YES

☐ NO

15.1 If you answered 'YES', which ones did you find particularly difficult?

---

#### **E) TYPES OF ACTIVITY**

16. Which type of activity (individual, pair, small group and whole class activities) did you like the most? Why?

---

17. Did the unit provide a good mixture of individual, pair and small group work activities?

☐ YES                      ☐ NO

17.1 If you answered 'NO', what changes would you like to make?

---

18. Did the unit provide a right amount of whole class activities?

☐ YES                      ☐ NO

18.1 If you answered 'NO', what changes would you like to make?

---

#### **F) TASK SEQUENCE**

19. To what extent did the earlier tasks help with the later ones?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	

20. Did you like the sequence of the tasks in the unit?

☐ YES                      ☐ NO

20.1 If you answered 'NO', what changes would you like to make to the task sequence?

---

**G) TIME**

21. How appropriate did you find the time spent for the whole unit?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		NOT VERY APPROPRIATE		APPROPRIATE		VERY APPROPRIATE

21.1 Why did you feel that way?

---

**H) STRENGTHS AND WEAKNESSES OF THE UNIT**

22. What were particular strengths of the unit?

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23. What were particular weaknesses of the unit?

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*Thank You for Your Cooperation*

## **Appendix 7**

Sample use-of-Thai-or-English questionnaires: The first  
cycle

## Sample Use-of-Thai-or-English Questionnaires: The First Cycle

### Questionnaires for the Use-of-Thai Groups

Directions: Please answer all the questions which apply to you.

1. To what extent did the use of Thai as a means of instruction and discussion help you understand the text?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

1.1 Please state the reason(s) why you felt that way.

---

2. To what extent did the small group discussion contribute to text understanding?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

2.1 Please explain the reason(s) why you felt that way.

---

3. Did you want to use English instead of Thai as a means of instruction and discussion?

☐ YES      ☐ NO

3.1 Please explain the reason(s) why you felt that way.

---

## Questionnaires for the Use-of-English Groups

Directions: Please answer all the questions which apply to you.

1. To what extent did the use of English as means of instruction and discussion help you understand the text?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

1.1 Please state the reason(s) why you felt that way.

---

2. To what extent did you use English in text discussion?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

3. To what extent did the small group discussion contribute to text understanding?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

3.1 Please state the reason(s) why you felt that way.

---

4. Did you want to use Thai instead of English as a means of instruction and discussion?

☐ YES      ☐ NO

4.1 Please explain the reason(s) why you felt that way.

---

## **Appendix 8**

List of preset interview questions: The first cycle



## List of Preset Questions for the First Cycle Interviews

1. What were your reading problems before taking the *Reading for Information* course?
2. What were your expectations of this course?
3. Can you suggest some topics you enjoy reading?
4. How do you feel about your reading proficiency now?
5. Which strategies/tasks do you find the most useful? And why?
6. What do you think you have learnt from the materials?
7. Can you tell me what you like and dislike about the materials?
8. What kind of difficulties did you encounter while working on the materials?
9. Which type of activities do you find most appropriate to your learning style—individual, whole-class, pair or small group activities?
10. What were your roles in group work, normally?
11. Can you describe the atmosphere in your group?
12. What seem to be the most motivating aspect of the class?

## **Appendix 9**

### Sample learning journal template

## Sample Learning Journal Template

### *Self-Evaluating your Reading Performance*

Write your own learning journal of what you have learnt in this unit, such as new vocabulary or any reading strategies. Do the new vocabulary, reading strategies and other new things you have learnt help with your reading? Keep this as a record to help remind you about what you have learnt. Describe what you have to do to improve your reading!! You can write in Thai.

I have learnt .....



And what do I have to do to improve my own reading?

## **Appendix 10**

Sample tasks-in-process questionnaires: The second cycle

## Sample Tasks-in-Process Questionnaires: The Second Cycle

### Unit One: *Movie Makers at Crossroads*

Directions: Please answer all the questions which apply to you.

#### Task 1: Predicting What the Text will be about from the Title and Lead-in

1. How much has the task met your particular needs in reading?						
0	1	2	3	4	5	6
NOT AT ALL	A LITTLE		A LOT		VERY MUCH	
1.1 Please explain the reason(s) why you felt that way.						
<hr/>						
2. How enjoyable did you find the task?						
0	1	2	3	4	5	6
NOT AT ALL ENJOYABLE	NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE	
2.1 Please explain the reason(s) why you felt that way.						
<hr/>						
3. How did you find the language (vocabulary, expressions, grammar and sentence structures) used in the task and the language you were asked to produce while performing the task?						
<input type="checkbox"/> Too easy <input type="checkbox"/> Appropriate to my level <input type="checkbox"/> Too difficult						
3.1 If you found the language 'too difficult', please explain the reason(s) why you felt that way.						
<hr/>						
4. Were there any other factors which made the task difficult except the language?						
<input type="checkbox"/> YES <input type="checkbox"/> NO						
4.1 If you answered 'YES', what made you felt that way?						
<hr/>						

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

- ☐ I would like to have more help from the teacher.
- ☐ I would like to have less help from the teacher.
- ☐ I think the amount of help is fine.

5.1 Please explain the reason(s) why you would like to have more help from the teacher.

---

6. Were you given enough time to complete the task?

- ☐ YES                      ☐ NO

7. Can you write one thing you liked about the task?

---

---

8. Can you write one thing you did not like about the task?

---

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*Thank You Very Much for Your Cooperation*

## **Appendix 11**

Sample end-of-unit questionnaires: The second cycle

## Sample End-of-Unit Questionnaires: The Second Cycle

**Directions:** Please answer all questions which apply to you. The questionnaire has **THREE** pages.

### A) TEXT

1. How enjoyable did you find the text?

0	1	2	3	4	5	6
NOT AT ALL ENJOYABLE		NOT VERY ENJOYABLE		ENJOYABLE		VERY ENJOYABLE

1.1 Please state the reason(s) for your choice.

---

2. How did you find the text difficulty?

☐ TOO DIFFICULT      ☐ OK      ☐ TOO EASY

2.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

---

---

3. After finishing reading the text in class, to what extent did you understand it?

0	1	2	3	4	5	6
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

3.1 Please explain the reason(s) why you felt that way.

---

### B) UNIT'S APPEARANCE

4. Did you find the unit's appearance appealing?

\_\_\_\_\_ YES                      \_\_\_\_\_ NO



4.1 If you answered 'NO', why did you feel that way?

---

### C) LEARNERS' INTEREST

5. How interesting did you find the tasks in the unit?

0	1	2	3	4	5	6
NOT AT ALL APPEALING		NOT VERY APPEALING		APPEALING		VERY APPEALING

5.1 Please state the reason(s) for your choice.

---

### D) TASKS

6. To what extent have the tasks in the unit improved your reading proficiency?

0	1	2	3	4	5	6
NOT AT ALL		A LITTLE		A LOT		VERY MUCH

6.1. Please clearly state the reasons(s) for your choice.

---

7. Did you find any tasks particularly difficult?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

7.1 If YES, please identify which task(s) you found particularly difficult and the reason(s) why you felt that way.

The task(s) I found particularly difficult was/were \_\_\_\_\_

because \_\_\_\_\_

**E) TIME**

8. How appropriate did you find the time spent on the whole unit?

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
NOT AT ALL APPROPRIATE		NOT VERY APPROPRIATE		APPROPRIATE		VERY APPROPRIATE

8.1. If you choose **0-2**, please clearly state why the time spent on the whole unit was not appropriate.

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**F) STRENGTHS AND WEAKNESSES OF THE UNIT**

9. What were particular strengths of the unit?

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10. What were particular weaknesses of the unit?

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*THANK YOU VERY MUCH FOR YOUR COOPERATION*

## **Appendix 12**

List of preset interview questions: The second cycle

## **List of Preset Questions for the Second Cycle Interviews**

1. How did you feel about your reading proficiency before taking this course?
2. How do you find reading in English?
3. How do you feel about your reading proficiency now? Why do you feel that way?
4. What do you think of the three units you have learnt in class?
5. How do you feel about the texts in the materials? What do you think of the content and level of difficulty?
6. What do you think of the tasks? Can you tell me which ones you like and dislike? And why?
7. What seemed to be most motivating to you when you worked on the tasks?
8. Can you tell me about your way of reading?
9. What do you think about strategy-based materials, like the ones you are using?
10. What do you think would be the factors that help you improve your reading?
11. What if the strategy explanation in the materials were written in Thai, how would you feel about this? (For TS students) What do you think of the Thai explanation in your materials? (For PM students)
12. Which language do you like the teacher to use in the classroom? Why?
13. Can you tell me what you think a good reading textbook should be?

It is noted that additional questions were asked to the individual interviewees to elicit their views on different issues in greater detail.

## **Appendix 13**

List of modifications made to first-cycle materials

## List of Modifications Made to First-Cycle Materials

### Unit One: *Movie Makers at Crossroads*

(See Appendix 21, p.703 to 705 for the original version of *Movie Makers at Crossroads*)

Original Version	Adapted Version
<p>1. One month before <i>House of Flying Daggers</i> was screened, many of the <b>movie lines</b> in China received a schedule agreement on sponsoring the movie's global premiere. (Paragraph 12)</p> <p>2. People were curious at what price the copyright of the movie could be sold. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity", pointed out Yu. (Paragraph 14)</p> <p>3. Though the movie defines itself as a tragic love story, few audiences were moved by the story <b>at all, some even thinking the antics comical.</b> (Paragraph 18)</p> <p>4. Maybe Zhang Yimou wanted to invent <b>a cooperative method of commercial operation and cinematics.</b> (Paragraph 19)</p>	<p>1. One month before <i>House of Flying Daggers</i> was screened, many of the <b>cinema chains</b> in China received a schedule agreement on sponsoring the movie's global premiere. 'Cinema chains' is more familiar and contains a clearer meaning (linguistic simplification).</p> <p>2. <b>Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying.</b> People were curious at what price the copyright of the movie could be sold. <b>Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie.</b> "Because of our successful promotion, the movie became famous..." Both sentences were added to make the ideas of this paragraph clearer (elaboration).</p> <p>3. Though the movie defines itself as a tragic love story, few audiences were moved by the story. The part printed in bold was removed to reduce the complexity (linguistic simplification/abridging).</p> <p>4. Maybe Zhang Yimou wanted to invent <b>a way of bringing together a commercial operation and creative cinema.</b></p>

<p>5. Today, the domestic movie market is maturing, and dictates that all the <b>commercial factors</b> in the <b>industry</b> must respect the rules of the free market. (Paragraph 21)</p>	<p>‘Bringing together’ was used to emphasise what the director wanted to do in his recent films (linguistic simplification/elaboration).</p> <p>5. Today, the domestic movie market is maturing, and dictates that <b>all kinds of commercial operation</b> in the <b>movie</b> industry must respect the rules of the free market. ‘All kinds of commercial operation’ and ‘movie’ were used to clarify the meaning of this sentence (linguistic simplification/elaboration)</p> <p>6. The following words and expressions were glossed: ‘genre’, ‘undertakings’, ‘mark’, ‘hot on the heels of something’, ‘lucrative’ and ‘at somebody’s disposal’</p>
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## Unit Two: *Asia Wings It When It Comes to Bird Flu*

(See Appendix 21, p. 706 to 709 for the original version of *Asia Wings It When It Comes to Bird Flu*)

Original Version	Adapted Version
<p>1. The resurgence of the deadly H5N1 strain of avian influenza (“bird flu”) in Asia after <b>months of apparent quiescence</b>, combined with the first reported case of human-to-human transmission in Thailand, has <b>resurrected</b> fears of a potential global pandemic. (Paragraph 1)</p> <p>2. At the initial stages of last year’s outbreak, Bangkok <b>vehemently</b> denied for weeks the possibility that bird flu existed in Thailand...</p>	<p>1. The resurgence of the deadly H5N1 strain of avian influenza (“bird flu”) in Asia after <b>some months of fewer cases</b>, combined with the first reported case of human-to-human transmission in Thailand, has <b>renewed</b> fears of a potential global pandemic. ‘Apparent quiescence’ and ‘resurrected’ were replaced with more familiar vocabulary (linguistic simplification).</p> <p>2. The word ‘vehemently’ was removed (linguistic simplification).</p>

<p>(Paragraph 8)</p> <p>3. China, again, casts a long shadow over the rest of Asia. <b>Health experts fear a looming crisis in China, the source of the deadly severe acute respiratory syndrome (SARS) virus, which some assess had likely mutated from an animal disease. During the 2003-04 avian flu outbreak, Beijing established “guidance” for domestic media to follow in reporting on SARS and avian flu, and officials intimidated members of the media that did not comply.</b> (Paragraph 13)</p> <p>4. Occurrences of the H5N1 avian flu in humans outside of Asia, perhaps caused by travellers returning with the virus, could cause widespread panic and <b>draconian</b> government restrictions on travel and international economic activity. (Paragraph 18)</p>	<p>3. As with SARS, China, again, casts a long shadow over the rest of Asia. ‘As with SARS’ was added and the part printed in bold was removed, since it contained too much information (abridging).</p> <p>4. The word ‘draconian’ was replaced with a more familiar one, ‘strict’ (linguistic simplification).</p> <p>5. The following words were glossed: ‘precedented’, ‘virulent’, ‘genotype’, ‘pathogenic’ and ‘fiasco’</p>
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### Unit Three: *Buddhism Thai Style*

(See Appendix 21, p. 710 to 712 for the original version of *Buddhism Thai Style*)

Original Version	Adapted Version
<p>1. Both religions, over two millennia old, would be unrecognizable to early practitioners and bear <b>stark</b> contrasts to canonical texts. (Paragraph 3)</p> <p>2. To <b>underscore</b> their difference from the absolute ‘thou shalt not’s, the vows are phrased using the word ‘avoid’, as in ‘avoid</p>	<p>1. The word ‘stark’ was removed (linguistic simplification).</p> <p>2. The word ‘underscore’ was replaced with ‘emphasize’ and the part ‘a priori and’ was removed (linguistic</p>



<p>drunkenness’—for your own health and happiness, not because drinking is <b>a priori and</b> absolutely immoral. (Paragraph 6)</p> <p>3. Because the vows are more <b>akin</b> to recommendations than commandments, they are followed to widely varying degrees. (Paragraph 7)</p> <p>4. The connections between actions and consequences are not <b>set in stone</b>, but if you break a vow, you should expect to pay for it later. (Paragraph 8)</p> <p>5. Because good deeds lead <b>inexorably</b> to good fortunes, the Thais perform good deeds with the <b>attainment</b> of good fortunes in mind. (Paragraph 9)</p> <p>6. <b>You try to keep your soul in the black, as it were.</b> (Paragraph 9)</p> <p>7. Yet for a nation identifying itself so completely with Buddhism, a <b>preeminently</b> rational, analytical system of beliefs, Thailand retains a host of pre-Buddhism superstitions. (Paragraph 11)</p> <p>8. Christianity has its angels, the Eucharist, and even the Christmas tree—all ‘pagan’ things <b>incorporated into the religion to make it more accessible to pagan converts.</b> (Paragraph 11)</p>	<p>simplification)</p> <p>3. The word ‘akin’ was replaced with ‘similar’ (linguistic simplification).</p> <p>4. The connections between actions and consequences are not set in stone, <b>or fixed</b>. But if you break a vow, you should expect to pay for it later. ‘Or fixed’ was added to enable students to practise guessing what ‘set in stone’ means (elaboration).</p> <p>5. The word ‘inexorably’ was removed, and the word ‘attainment’ was replaced with ‘achievement’ (linguistic simplification).</p> <p>6. The part printed in bold was removed (abridging).</p> <p>7. The word ‘preeminently’ was replaced with ‘mainly’ (linguistic simplification).</p> <p>8. Christianity has its angels, the Eucharist, and even the Christmas tree—all ‘pagan’ things <b>that became a part of Christianity.</b> The original part printed in bold was rephrased to make the meaning of the sentence clearer and more accessible for students (linguistic simplification/elaboration).</p>
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<p>9. Thai Buddhism has spirit houses, ghosts, and <b>an assortment</b> of ‘old wives’ tales’ <b>purporting</b> to explain the workings of the natural world. (Paragraph 11)</p> <p>10. This admission of the supernatural also takes the form of ascribing physical events to non-physical causes. (Paragraph 14)</p> <p>11. The Buddha continues to <b>jostle</b> with the spirit of the land and Rama for dominance. (Paragraph 16)</p> <p>12. The true religion defies easy classification and flouts dogmatism. (Paragraph 16)</p>	<p>9. Thai Buddhism has spirit houses, ghosts, and <b>different kinds</b> of ‘old wives’ tales’ <b>aiming</b> to explain the workings of the natural world. ‘An assortment’ and ‘purporting’ were replaced with more familiar words (linguistic simplification).</p> <p>10. This admission of the supernatural also takes the form of ascribing physical events to non-physical causes. <b>Most Thai people believe that things they experience by themselves may reflect something happening elsewhere.</b> The last sentence was added to provide more clues for students to be able to understand what the first one means (elaboration).</p> <p>11. The word ‘jostle’ was replaced with ‘compete’ (linguistic simplification).</p> <p>12. The true religion defies easy classification and flouts dogmatism. <b>It seems difficult to distinguish Thai Buddhism from other disparate kinds of beliefs, as all of them are well-blended.</b> The last sentence was added to clarify the meaning of the first one (elaboration)</p> <p>13. The following words were glossed: ‘prophet’, ‘precept’, ‘canonical’, ‘converts’, ‘paganism’, ‘austerities’, ‘dashboards’, ‘eaves’, ‘flout’ and ‘dogmatism’</p>
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#### Unit Four: *An Empty Nest Can Promote Freedom, Improved Relationships*

(See Appendix 21, p. 713 to 715 for the original version of *An Empty Nest Can Promote Freedom, Improved Relationships*)

Original Version	Adapted Version
<p>1. More recently, a number of psychologists have begun taking a more <b>nuanced</b> look at this transition. (Paragraph 3)</p> <p>2. Now many of these researchers are busy <b>debunking such myths</b> as empty-nest depression and loss of purpose. (Paragraph 4)</p> <p>3. ...this research suggests, it may be men who don't fare so well when children leave home. (Paragraph 4)</p> <p>4. The younger women and their mothers were 'almost sappily positive' about their relationships, says Fingerman. Part of the reason for this upsurge may simply be the absence of the day-to-day stressors that come with living together (Paragraph 8)</p> <p>5. ...as a result, she felt reluctance about pursuing her own goals, <b>guilt about her performance as a mother and a nagging sense of responsibility</b>. (Paragraph 17)</p>	<p>1. The word 'nuanced' was replaced with 'detailed' (linguistic simplification).</p> <p>2. Now many of these researchers are busy <b>convincing people not to believe in such myths</b> as empty-nest depression and loss of purpose. 'Convincing people not to believe in' replaced 'debunking' to provide students with more clues to help them guess the meaning of 'myths' (linguistic simplification/elaboration)</p> <p>3. ...this research suggests, it may be men who don't fare so well, <b>or tend to deal with the transition with difficulties</b>, when children leave home. The part printed in bold was added to explain the meaning of 'fare' (elaboration)</p> <p>4. The younger women and their mothers were 'almost sappily positive' about their relationships says Fingerman. <b>Yet, when they are together, the positive feeling about their relationships tend to decrease</b>. The part printed in bold was added to help students understand what 'this upsurge' means (elaboration)</p> <p>5. ...as a result, she felt reluctance about pursuing her own goals and guilt about her responsibility and performance as a mother. 'Nagging sense' was removed (linguistic simplification).</p>

	6. The following words were glossed at the bottom of the text: 'conventional wisdom', 'sappily' 'siblings'.
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### Unit Five: *Cloning Isn't the Big Issue*

(See Appendix 21, p. 716 to 719 for the original version of *Cloning Isn't the Big Issue*)

Original Version	Adapted Version
1. Media interest in cloning is a sideshow. (Paragraph 1)	1. Media interest in cloning is a sideshow. <b>They consider cloning a more common subject for future human reproduction.</b> The second sentence was added to explain what a 'sideshow' in the first sentence means (elaboration)
2. The procedure will almost certainly remain an expensive, <b>niche</b> technology appealing to a tiny minority of the population. (Paragraph 1)	2. The word 'niche' was removed (linguistic simplification).
3. ...they are the vanguard of conscious human design and will have major consequences. (Paragraph 1)	3. ...they are the vanguard of conscious human design and <b>this leading development</b> will have major consequences. 'This leading development' was used here to explain what 'the vanguard' means (elaboration).
4. We must remember, though, that <b>we have taken other big changes in human reproduction in our stride.</b> (Paragraph 2)	4. We must remember, though, that <b>we have already attempted to cope with other big changes in human reproduction.</b> 'In our stride' was rephrased (linguistic simplification).
5. How ironic that the potential cloning of a single child can now evoke <b>such strong outcries...</b> (Paragraph 2)	5. The word 'outcries' was replaced with a more familiar one, 'disapproval' (linguistic simplification).
6. In vitro fertilisation is essentially the externalisation of human	6. The phrase 'an extraordinary milestone' was replaced with 'an

<p>reproduction and is <b>an extraordinary milestone</b>. (Paragraph 3)</p> <p>7. Despite two decades of <b>refinement</b>, IVF is still too expensive and <b>downright</b> unpleasant for couples not <b>afflicted</b> by infertility to use (Paragraph 3)</p> <p>8. ...because IVF will be the foundation for the technologies <b>poised</b> to shape the genetics of future children. (Paragraph 4)</p> <p>9. It is easy for journalists to conjure up visions of shopping for designer babies, ... (Paragraph 4)</p> <p>10. ...but such possibilities cannot <b>figure prominently</b> in our future until IVF improves significantly... (Paragraph 4)</p> <p>11. In vitro fertilisation may indeed be transformed from an infertility treatment into <b>a mainstay</b> of general human reproduction... (Paragraph 5)</p> <p>12. Later, the eggs could be <b>thawed and</b> matured in a laboratory... (Paragraph 6)</p> <p>13. Given the state of current research in <b>this realm</b>... (Paragraph 7)</p> <p>14. It would not only allow women to control the timing of their pregnancies and guard against the reduced fertility <b>that plagues them</b> as they move into their late thirties. (Paragraph 7)</p>	<p>extraordinarily important event' (linguistic simplification).</p> <p>7. Despite two decades of <b>improvement</b>, IVF is still too expensive and <b>extremely</b> unpleasant for couples not <b>suffering</b> with infertility to use. 'Refinement', 'downright' and 'afflicted' were replaced with more familiar words (linguistic simplification)</p> <p>8. The word 'poised' was replaced with 'ready' (linguistic simplification).</p> <p>9. The phrase 'conjure up' was replaced with 'create' (linguistic simplification).</p> <p>10. ...but such possibilities cannot <b>appear</b> in our future until IVF improves significantly (linguistic simplification).</p> <p>11. The phrase 'a mainstay' was removed (linguistic simplification).</p> <p>12. The part printed in bold was removed (linguistic simplification).</p> <p>13. The phrase 'this realm' was replaced with 'this area' (linguistic simplification).</p> <p>14. The part printed in bold was removed (linguistic simplification)</p>
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<p>15. Much more will soon be possible. <b>As researchers uncover the associations between constellations of gene variants and various human attributes, the steps from screening for diseases, to screening for vulnerabilities to conditions such as manic depression, to seeking genetic predispositions for personality traits and temperaments we like or think will give our child advantages may be rapid.</b> (Paragraph 10)</p> <p>16. Some maintain that our genomes will prove too complex for this... (Paragraph 11)</p> <p>17. ...but it is much more likely that although some of the relationships between our genes and who we are will be too complicated to <b>fathom</b>, ... (Paragraph 11)</p> <p>18. Bans will not stop them and will merely drive them underground, move them elsewhere, and reserve them for the affluent who <b>can afford to travel to permissive climates or otherwise circumvent such restrictions.</b> (Paragraph 12)</p> <p>19. ...it will be a <b>spinoff</b> of mainstream biomedical research</p>	<p>15. Much more will soon be possible. <b>For example, we will be able to screen for diseases and for vulnerabilities to conditions such as manic depression, and to seek for personality traits and temperaments we like or think will give our child advantages.</b> The original part printed in bold was rephrased to make it more accessible for the students' level. Some technical words, such as 'constellations', 'gene variants', 'attributes' and 'predispositions', were removed (elaboration/linguistic simplification)</p> <p>16. Some maintain that our genomes, <b>or the complete set of genetic material of a human</b>, will prove too complex for this. The phrase printed in bold was added to explain the meaning of 'genomes' (elaboration)</p> <p>17. The word 'fathom' was replaced with 'understand' (linguistic simplification)</p> <p>18. Bans will not stop them and will merely drive them underground, move them elsewhere, and reserve them for the affluent who <b>can afford to avoid such restrictions.</b> The phrase 'permissive climates', was removed and 'circumvent', was replaced with a more familiar word 'avoid' (linguistic simplification)</p> <p>19. ...it will be a <b>technology developed from</b> mainstream</p>
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<p><b>virtually everyone</b> supports. (Paragraph 14)</p> <p>20. As we <b>unravel</b> the workings of human biology and genetics... (Paragraph 14)</p> <p>21. Indeed, researchers have already passed <b>rudimentary</b> artificial chromosomes from generation to generation in mice... (Paragraph 15)</p> <p>22. Such technology could allow future children to decide whether to turn on genetic modules they received as embryos—a sort of <b>retroactive</b> consent for them. (Paragraph 17)</p> <p>23. ...others will see them as the <b>flowering</b> of human possibility and embrace them with open arms. (Paragraph 18)</p> <p>24. It will take all our wisdom and tolerance to <b>navigate</b> these coming developments... (Paragraph 18)</p>	<p>biomedical research <b>most people</b> support (linguistic simplification).</p> <p>20. The word ‘unravel’ was replaced with ‘understand’ (linguistic simplification).</p> <p>21. The word ‘rudimentary’ was replaced with ‘basic’ (linguistic simplification).</p> <p>22. Such technology could allow future children to decide whether to turn on genetic modules they received as embryos—a <b>sort of consent after the event</b> (linguistic simplification).</p> <p>23. The word ‘flowering’ was replaced with ‘development’ (linguistic simplification).</p> <p>24. The word ‘navigate’ was replaced with ‘explore’ (linguistic simplification).</p> <p>25. The following words were glossed: ‘radical’, ‘follicles’, ‘gynaecologist’, ‘biopsy’, ‘temperament’, ‘sophisticated’, ‘handful’, ‘attribute’, ‘inert’, ‘modules’ and ‘chromosomes’.</p>
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### Unit Six: *Get Out and Play!*

(See Appendix 21, p. 720 to 727 for the original version of *Get Out and Play!*)

Original Version	Adapted Version
1. The adults tightened the laces on their sneakers and <b>cued up a boom box</b> . (Paragraph 1)	1. The adults tightened the laces on their sneakers and <b>set up a radio</b> (linguistic simplification).

<p>2. See the original passage (Appendix 21, p.720 to 727).</p> <p>3. Paragraph 6 (see Appendix 21, p. 721)</p> <p>4. So it was that sports and games inoculated kids <b>against sloth</b> for most of the 20<sup>th</sup> century. Play was organized not by university scholars—or by <b>overzealous</b> parents <b>living vicariously through their offspring</b>—but by the children themselves, simply because it was fun and because (let’s be frank) there was little else to do <b>with idle time</b>. (Paragraph 8)</p> <p>5. In this changing culture children who once were viewed as fat—and teased about it—are now considered ordinary, their self-esteem boosted by what have come to be called ‘fat role models’ <b>such as Queen Latifah, Rossie O’Donnell and John Goodman (not to mention any NFL offensive lineman)</b>. (Paragraph 11)</p> <p>6. Paragraph 12 (see Appendix 21, p. 722)</p>	<p>2. Paragraphs 2, 5, 7, 15, 18, 19 and 24 to 42 of the original version were removed to shorten the text. The removed parts were not central to the main points (abridging).</p> <p>3. The following parts of paragraph 6 were removed: ‘VanHeest acted as announcer for relay races on four-wheeled plastic scooters, and the children yelped deliriously’ and ‘and sweating like Mia Hamm after a breakaway run’ (abridging).</p> <p>4. So it was that sports and games inoculated kids <b>against becoming overweight</b> for most of the 20<sup>th</sup> century. Play was organized not by university scholars—or by parents—but by the children themselves, simply because it was fun and because (let’s be frank) there was little else to do in their free time. ‘Sloth’ was replaced with more familiar vocabulary and ‘overzealous’, ‘living vicariously through their offspring’ and ‘with idle time’ were removed (linguistic simplification).</p> <p>5. The part printed in bold was removed, as it contained cultural unfamiliarity, but ‘such as some TV celebrities and athletics’ was used instead (content simplification).</p> <p>6. The following part in paragraph 12 was removed: ‘(The CDC</p>
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<p>7. They've already been to <b>Hardee's</b>, and they've got their sausage biscuit and a Coke," says Andres. "<b>And by the afternoon they're talking about going to KFC after school</b>". (Paragraph 14)</p> <p>8. Residents of suburbs rely on cars for nearly all their transportation, and parents <b>stymie what little wanderlust their children might feel out of fear of abduction by unseen pedophiles</b>. (Paragraph 17)</p> <p>9. Sports have too long been neglected as a means of promoting our children's health,</p>	<p>estimated in 2000 that 64.5% of U.S. adults were overweight and 30.9% were obese.) Two years ago the nonprofit Institute of Medicine, based in Washington, D.C., impaneled 19 specialists in a wide range of disciplines and asked them to come up with a plan to win the fight against obesity. On Sept. 30 the panel issued a report asking for what Robinson, a panellist, described as 'nothing less than a revolution' in society, with sweeping changes in diet and exercise, and an emphasis on prevention, not treatment (abridging)</p> <p>7. Kristie Andres, a physical-education instructor in Fairhope, AL, sees students arriving at her elementary school with paper sacks containing fast-food breakfasts like a sausage biscuit and a Coke. 'Hardee's' was removed, as it contained cultural unfamiliarity. The part printed in bold was also removed since it was only a minor detail (abridging).</p> <p>8. Residents of suburbs rely on cars for nearly all their transportation, and parents <b>prevent their children from abduction by unseen pedophiles—adults who are sexually interested in children</b>. The difficult words were replaced with more familiar ones and 'adults who are sexually interested in children' was added to explain what the word 'pedophiles' means (linguistic simplification/elaboration)</p> <p>9. Sports have too long been neglected as a means of promoting our children's health,</p>
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<p>but they can re-establish a <b>beachhead in kids’ lives on three levels—if inherent problems in each area can be overcome.</b> (Paragraph 20)</p> <p>10. Green, who is chief professional officer for the Boys and Girls Clubs of Northwest Tennessee, helped start a club in the middle of Haven Acres. (Paragraph 43)</p>	<p>but they can re-establish <b>exercise in kids’ lives with free play.</b> Part of the original text was removed, so there was a need to remove ‘on three levels’, and ‘free play’ was added to highlight the main idea of the text (abridging/ elaboration).</p> <p>10. <b>Now some professionals and educators who are concerned about obesity in children already started doing something about this. For example,</b> Green, who is chief professional officer for the Boys and Girls Clubs of Northwest Tennessee... The first sentence was added to clarify the main idea of the paragraph (elaboration).</p> <p>11. The following words and phrases were glossed: ‘a game of tag’ and ‘slipstream’.</p>
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## **Appendix 14**

List of modifications made to Units One, Three and Six  
(TS materials)

## List of Modifications Made to Units One, Three and Six (TS Materials)

### Unit One: *Movie Makers at Crossroads*

(See Appendix 22, p. 729-732 for the first-cycle version of *Movie Makers at Crossroads*)

Original Version	TS Version
1. Director Zhang Yimou <b>scores at</b> the box office, but <b>gets slammed</b> by critics (The lead-in)	1. Director Zhang Yimou <b>succeeds at</b> the box office, but <b>is criticised</b> by critics. The difficult words were replaced with more familiar ones (linguistic simplification).
2. China's movie industry has been in <b>a state of depression</b> for many years. (Paragraph 3)	2. China's movie industry has <b>not been commercially successful</b> for many years. 'A state of depression' has been replaced with 'not been commercially successful' to clarify the ideas of paragraph 3 (linguistic simplification).
3. In 2002, Zhang started to <b>shift</b> his research focus from pure art movies to commercial films. (Paragraph 4)	3. In 2002, Zhang started to <b>change</b> his focus from pure art movies to commercial films (linguistic simplification).
4. Today, he has succeeded as a commercial movie director, but failed in <b>his more creative art movie pursuits</b> . (Paragraph 4)	4. Today, he has succeeded as a commercial movie director, but failed in <b>making creative art movies</b> . 'Pursuits' was removed and the original part printed in bold was rephrased (linguistic simplification).
5. "We all see that domestic movies are not profitable", said Zhang Weiping, producer of <i>House of Flying Daggers</i> , <b>who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions</b> . (Paragraph 5)	5. "We all see that domestic movies are not profitable", said Zhang Weiping, producer of <i>House of Flying Daggers</i> . <b>Weiping was trying to improve the Chinese movie industry and at the same time seeking to make money from his productions</b> . The original sentence was split into two sentences to reduce its complexity, and 'Weiping' was the topic of the second sentence

<p>6. ...the movie faced <b>the sharpest</b> comments in China's movie history. (Paragraph 6)</p> <p>7. <b>Box office tills rang up to</b> 150.3 million yuan (\$18.2 million) after 18 days screening, <b>exceeding the total of two big Hollywood movies being screened at the same time, <i>The Day After Tomorrow</i> and <i>Troy</i>.</b> (Paragraph 6)</p> <p>8. "Our goal is to win back our movie market <b>during the summer vacation, which had been occupied by foreign movies</b>", said Zhang Weiping. (Paragraph 7)</p> <p>9. He is the producer who remolded Zhang Yimou <b>and pointed the director in the direction of big commercial undertakings.</b> (Paragraph 7)</p> <p>10. Paragraphs 8-10</p> <p>11. The movie broke box office</p>	<p>to emphasise who was trying to improve the movie industry (linguistic simplification/elaboration).</p> <p>6. ...the movie faced <b>the worst</b> comments in China's movie history (linguistic simplification).</p> <p>7. <b>The movie earned up to</b> 150.3 million yuan (\$18.2 million) after 18 days screening. <b>This exceeded the total of two big Hollywood movies being screened at the same time...</b> (linguistic simplification)</p> <p>8. "Our goal is to win back our movie market, <b>which had been controlled by foreign movies, and make money during the summer vacation</b>", said Zhang Weiping. 'Make money' was added to clarify the meaning of 'win back' (linguistic simplification/elaboration)</p> <p>9. He is the producer who remolded Zhang Yimou, <b>who paid attention only to the quality of his movies. Weiping pointed the director in the direction of big commercial business.</b> The clause 'who paid attention only to the quality of his movies' was added to emphasise what kind of director Zhang Yimou was (elaboration/linguistic simplification).</p> <p>10. Paragraphs 8 to 10 were removed, as they were unnecessary details (abridging).</p> <p>11. The part printed in bold was</p>
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<p>records <b>for a domestic production</b>. (Paragraph 11)</p> <p>12. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, <b>in accordance with China's national situation</b>, has taken off. (Paragraph 11)</p> <p>13. The agreement said that if cinema chains wanted to set up a branch premiere, <b>the precondition would be that</b> they must pay an authorization fee of 500,000 yuan. (Paragraph 12)</p> <p>14. According to Yu Yuxi, General Manager of New Picture, the company spent a lot of money on promoting <i>House of Flying Daggers</i>, <b>much more than the expense on the premiere ceremony of <i>Hero</i></b>. (Paragraph 13)</p> <p>15. Before Zhang made kungfu movies, <b>only professionals engaged in movie circles</b> paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (Paragraph 15)</p> <p>16. Zhang Weiping said that even though the media and audiences <b>responded to his movies negatively, nobody could deny that they were a commercial success</b>. (Paragraph 16)</p>	<p>replaced with 'among Chinese movies' (linguistic simplification).</p> <p>12. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion has taken off. The part printed in bold was removed (linguistic simplification/abridging).</p> <p>13. The agreement said that if cinema chains wanted to set up a branch premiere, they must pay an authorization fee of 500,000 yuan. The part printed in bold was removed (linguistic simplification/abridging).</p> <p>14. According to Yu Yuxi, General Manager of New Picture, the company <b>spent much more money on promoting <i>House of Flying Daggers</i> than <i>Hero</i></b> (linguistic simplification).</p> <p>15. Before Zhang made kungfu movies, <b>only movie professionals</b> paid attention to Chinese movies, even though Zhang was frequently given awards for his former films (linguistic simplification).</p> <p>16. Zhang Weiping said that even though the media and audiences <b>criticized his movies, they were a commercial success</b>. The part printed in bold was rephrased to make it more straightforward for students to understand (linguistic simplification).</p>
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<p>17. <b>Hot on the heels of Hero's</b> commercial global success, the prospects of <i>House of Flying Daggers</i> are looking good abroad. (Paragraph 17)</p> <p>18. Sony has bought the copyright of this movie in North America, and <b>is scheduled to screen it</b> on December 10 this year. (Paragraph 17)</p> <p>19. Others complained the historical background is <b>very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line.</b> (Paragraph 18)</p> <p>20. Unfortunately, people say “yes” to the success of his commercial operation but say “no” to his movie artistry, <b>which is the most precious talent a movie director has. In short, profit should not be at the expense of artistry.</b> (Paragraph 19)</p> <p>21. Today, the domestic movie market is <b>maturing</b>, and dictates <b>that all kinds of commercial operation in the industry must respect the rules of the free</b></p>	<p>17. <b>After Hero's</b> commercial global success, the prospects of <i>House of Flying Daggers</i> are looking good abroad (linguistic simplification).</p> <p>18. Sony has bough the copyright of this movie in North America, and <b>plans to show it</b> on December 10 this year. The active voice was used instead of the passive voice (linguistic simplification).</p> <p>19. Others complained the historical background is <b>not clearly described. Thus nobody understands which dynasty is depicted. The wooden actors also play in scenes that do not follow a well-connected story line.</b> ‘Vague’ was replaced with ‘not clearly described’. ‘Thus’ and ‘also’ were used to linked ideas within the paragraph to clarify the overall meaning (linguistic simplification/ elaboration).</p> <p>20. Unfortunately, people say “yes” to the success of his commercial operation but say “no” to his movie artistry. <b>The director's talent is put aside for the benefit of profit.</b> The last sentence of the original version and the clause ‘which is the most precious talent a movie director has’ were rephrased to emphasise that now Yimou's movies are commercially successful only (linguistic simplification).</p> <p>21. Today, the domestic movie market is <b>getting bigger and more competitive. Movie makers must be aware that now there are many choices of</b></p>
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market. (Paragraph 21)	<p><b>movies available in the market, where the movie consumers have the absolute freedom to choose what is best for them.</b> Since the clause ‘that all kinds...’ was unclear, it was rephrased to highlight the fact that movie industry is very competitive so only quality movies can now succeed in the Chinese market (elaboration).</p>
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### Unit Three: *Buddhism Thai Style*

(See Appendix 22, p. 733-735 for the first-cycle version of *Buddhism Thai Style*)

Original Version	TS Version
<p>1. To consider yourself part of an organized, well-established religion, you need not know much, or indeed anything, about its past, its prophets or <b>its precepts</b>. (Paragraph 1)</p> <p>2. Hundreds of millions of <b>illiterate</b> Hindus have never read the Bhagavad Gita; many Christians deny that Jesus was a Jew; many Muslims drink alcohol. (Paragraph 1)</p> <p>3. Even the rare exception may set forth or explain these principles in a surface level, <b>which misleads us as to the living faith...</b> (Paragraph 2)</p> <p>4. <b>Both religions, over two millennia old, would be unrecognizable to early practitioners and bear contrasts to canonical texts.</b> (Paragraph 3)</p>	<p>1. To consider yourself part of an organized, well-established religion, you need not know much about its past, its prophets or <b>its teaching</b> (linguistic simplification).</p> <p>2. Hundreds of millions of Hindus <b>who are unable to read and write</b> have never read the Bhagavad Gita...(linguistic simplification)</p> <p>3. Even the rare exception may set forth or explain these principles in a surface level. <b>This misleads us as to the living faith...</b> The original sentence was split into two sentences to reduce it complexity (linguistic simplification)</p> <p>4. <b>Early practitioners would not be able to recognize both religions because today teachings are different from original ones.</b> The original sentence was rephrased by using more familiar words and active</p>



<p>5. The last is “Ramayanaism”: the belief in the legendary, divine or semi-divine characters <b>populating</b> the Hindu epic Ramayana... (Paragraph 4)</p> <p>6. The five vows of Thai Buddhism—don’t lie, don’t steal, don’t commit adultery, don’t kill living things, and don’t get drunk—are similar to the Ten Commandments in that they <b>provide a concise guide to ethical conduct.</b> (Paragraph 6)</p> <p>7. To emphasize their difference <b>from the absolute ‘thou shalt not’s</b>, the vows are phrased using the word ‘avoid’, as in ‘avoid drunkenness’—for your own health and happiness, not because drinking is absolutely <b>immoral.</b> (Paragraph 6)</p> <p>8. Because the vows are more similar to recommendations than commandments, <b>they are followed to widely varying degrees.</b> (Paragraph 7)</p> <p>9. Thais may not lie or steal so</p>	<p>voice (linguistic simplification).</p> <p>5. The last is “Ramayanaism”: the belief in the legendary, divine or semi-divine characters in the Hindu epic Ramayana... (linguistic simplification)</p> <p>6. The five vows of Thai Buddhism—don’t lie, don’t steal, don’t commit adultery, don’t kill living things, and don’t get drunk—are similar to the Ten Commandments in that they <b>guide us through good behaviour</b> (linguistic simplification.</p> <p>7. To emphasize their difference, <b>the commandments used the phrase ‘DO NOT’, but</b> the vows are phrased using the word ‘avoid’, as in ‘avoid drunkenness’—for your own health and happiness, not because drinking is absolutely <b>wrong.</b> “‘Thou shalt not’s’ was removed because it contained cultural unfamiliarity and ‘but’ was added to emphasise the contrast between the commandments and the vows to enable students to guess the meaning of ‘blunder’ (linguistic and content simplification/ elaboration).</p> <p>8. Because the vows are more similar to recommendations than commandments, <b>Thai Buddhists do not strictly follow them.</b> Since the first-cycle students were not able to make sense of the part printed in bold, it was rephrased in active voice (linguistic simplification).</p> <p>9. Thais may not lie or steal so</p>
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<p>much, but their notions of truth and private property <b>are slippery</b> at times. (Paragraph 7)</p> <p>10. To <b>violate</b> the spirit of a vow has <b>consequences</b> because of the mechanisms of kamma—the karma of Sanskrit—and reincarnation. (Paragraph 8)</p> <p>11. A <b>virtuous</b> woman may be a man in a next life, or be fortunate in this one, or both... (Paragraph 8)</p> <p>12. Because good deeds lead continuously to good fortunes, the <b>Thais perform good deeds with the achievement of good fortunes in mind</b>. (Paragraph 9)</p> <p>13. It is to the soul what regular exercise or an annual check-up is to the body. Or, put another way, every Thai has a sort of spiritual bank account. Doing bad things are withdrawals; making merit is a deposit. (Paragraph 9)</p> <p>14. They <b>prostrate</b> themselves before highly-prized Buddha images. (Paragraph 10)</p> <p>15. ...a mainly rational, <b>analytical</b> system of beliefs, Thailand <b>retains</b> a host of pre-Buddhism</p>	<p>much, but their notions of truth and private property <b>vary</b> at times (linguistic simplification).</p> <p>10. To <b>break</b> the spirit of a vow has <b>effects</b>... The word ‘effects’ replaced ‘consequences’ to help students guess the meaning of ‘consequences’ in later instances (linguistic simplification).</p> <p>11. A <b>good</b> woman may be a man in a next life, or be fortunate in this one, or both... (linguistic simplification)</p> <p>12. Because good deeds lead continuously to good fortunes, the Thais perform good deeds <b>to get good fortune in return</b> (linguistic simplification).</p> <p>13. <b>Making merit regularly is a way to purify one’s soul and ensure good fortune. This is similar to the fact that regular exercise can lead to one’s good health</b>. Or, put another way, every Thai has a sort of spiritual bank account. Doing bad things are withdrawals; making merit is a deposit. The first two sentences were replaced the first sentence of the original version to help students understand the use of comparison more clearly (elaboration).</p> <p>14. They <b>lie with their face down</b> before highly-prized Buddha images and often refer to the Buddha as ‘Lord’ (linguistic simplification)</p> <p>15. Yet for a nation identifying itself so completely with Buddhism, a mainly rational, <b>scientific</b> system</p>
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<p>superstitions. (Paragraph 11)</p> <p>16. Spirit houses are shrines in the shapes of houses, populated by <b>figurines</b>. (Paragraph 12)</p> <p>17. It is believed that the houses contain the spirit of the land on which they are built. (Paragraph 12)</p> <p>18. ...special attention being given on <b>prominent</b> Thai religious holidays. (Paragraph 12)</p> <p>19. <b>Projecting from the eaves of</b> many Thai-style buildings are two gah-lae, or wings, <b>which are meant to ward off evil spirits</b>. (Paragraph 13)</p> <p>20. <b>Benevolent</b> spirits, <b>meanwhile</b>, can enter homes and <b>manipulate</b> physical things. (Paragraph 13)</p> <p>21. One such, called a 'hungry ghost', is sometimes used to explain <b>otherwise inexplicably</b> empty trays of food, and sometimes appears in human</p>	<p>of belief, Thailand <b>maintains a lot of</b> pre-Buddhism superstitions (linguistic simplification).</p> <p>16. Spirit houses are shrines in the shapes of houses, populated by <b>small models of humans</b> (linguistic simplification).</p> <p>17. It is believed that the houses contain the spirit <b>who protects</b> the land on which they are built. The clause 'who protects' was added to clarify why people place the offerings in the front porch of spirit houses (elaboration).</p> <p>18. ...special attention being given on <b>important</b> Thai religious holidays (linguistic simplification).</p> <p>19. <b>Many Thai-style buildings have two gah-lae, or wings, which are meant to prevent the coming of evil spirits</b>. 'Projecting from the eaves' was removed since students already know what 'gah-lae' means (linguistic simplification).</p> <p>20. <b>However, non-evil</b> spirits can enter homes and <b>control</b> physical things. 'Benevolent' and 'manipulate' were replaced with more familiar words. 'However' was used at the beginning of the sentence to show clear contrast (linguistic simplification/elaboration).</p> <p>21. 'otherwise inexplicably' was removed (linguistic simplification/abridging).</p>
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<p>form. (Paragraph 13)</p> <p>22. The Hindu epic Ramayana relates the struggle against evil made by one Rama, a sort of warrior-god, <b>embodiment of moral perfection</b>, his devoted and longsuffering wife Sita, and a spirited and helpful monkey-god named Hanuman. (Paragraph 15)</p> <p>23. The tale is <b>arguably</b> as important to Thailand as to South India, its place of origin. (Paragraph 15)</p> <p>24. Thailand and its predecessor, the kingdom of Siam, have always had a reputation for being open to disparate beliefs and lifestyles, and for assimilating them peacefully into their own. (Paragraph 16)</p> <p>25. <b>Anyone disappointed to find that Thai Buddhism bears at times only a nominal similarity to the Buddha's ideas must remember this. Just as Christian missionaries failed to convert Thais, so early Buddhist monks failed to fully make Thailand purely Buddhist... The true religion defies easy classification and flouts dogmatism.</b> (Paragraph 16)</p> <p>26. This is its virtue, and in part explains why the land of the Thai is so <b>enviably</b> peaceful. (Paragraph 16)</p>	<p>22. 'embodiment of moral perfection' was removed (linguistic simplification).</p> <p>23. 'arguably' was removed (linguistic simplification).</p> <p>24. Thailand and its predecessor, the kingdom of Siam, are always famous for blending beliefs peacefully into their own. The original sentence was rephrased to make it shorter and more concise (linguistic simplification).</p> <p>25. The part printed in bold was removed as it was too complicated for the first-cycle students to understand and contained minor details (abridging).</p> <p>26. 'enviably' was removed (linguistic simplification).</p> <p>27. Additional explanation of the following words or expressions was provided: 'St. Thomas Aquinas', 'austerities',</p>
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	‘dependent origination’, ‘The Eucharist’, ‘statuary’ and ‘census’ (content simplification/glossing)
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### Unit Six: *Get Out and Play!*

(See Appendix 22, p. 736-739 for the original version of *Get Out and Play!*)

Original Version	TS Version
1. ... <b>just as the early autumn fog was lifting off the nearby green hills.</b> (Paragraph 1)	1. The part printed in bold was removed, as it was unnecessary details and complicated (abridging/linguistic simplification).
2. The students <b>tossed</b> their backpacks and jackets onto a table and <b>stormed into</b> the small gymnasium. (Paragraph 1)	2. The students <b>threw</b> their backpacks and jackets onto a table and <b>then entered</b> the small gymnasium (linguistic simplification).
3. ... <b>of kinesiology</b> at the University of Connecticut’s <b>Neag School of Education...</b> (Paragraph 1)	3. The parts printed in bold were removed (linguistic simplification/abridging).
4. ... <b>that had received a small federal grant...</b> (Paragraph 1)	4. The part printed in bold was removed (linguistic simplification/abridging).
5. “...felt that a lot of children were at risk for overweight and obesity”, says VanHeest, <b>42, who has studied physiology and bodyweight regulation for nearly two decades.</b> (Paragraph 1)	5. The part printed in bold was removed (linguistic simplification/abridging).
6. The name <b>is derived from</b> UConn’s Husky mascot... (Paragraph 1)	6. The name <b>came from</b> UConn’s Husky mascot...(linguistic simplification)
7. <b>Sceptical</b> parents stood outside <b>peering</b> through the open gym doors. (Paragraph 2)	7. <b>Doubtful</b> parents stood outside <b>looking</b> through the open gym doors (linguistic simplification).
8. When the session was finished at	8. When the session was finished at

<p>8:30 am, as <b>sunlight streamed through the high windows on the gym walls</b>, Jacqueline David, a nine-year-old fourth-grader returning to Paw Pals for a second year, <b>stood in the middle of the floor, smiling as if it were Christmas</b>. “It’s morning”, she said. “Normally you wouldn’t invite all your friends over to play a game of tag right now, but we come here very morning. It’s fun.” (Paragraph 4)</p> <p>9. ...James O. Hill, professor of <b>paediatrics and</b> medicine at the University of Colorado at Denver’s <b>Health Science Center</b>. (Paragraph 5)</p> <p>10. “Obesity is soon going to <b>overwhelm</b> all other health issues in this country”, says paediatrician Tom Robinson, director of the Centre for Healthy Weight at <b>Lucile Packard Children’s Hospital</b> at Stanford University. (Paragraph 6)</p> <p>11. ...an estimated 15% of children aged six to 19 were overweight in 2000, when the report was completed. <b>(The CDC does not apply the term <i>obese</i> to children. It defines overweight as at or above the 95<sup>th</sup> percentile in the Body Mass Index [a height, weight and, in children, age correlation], which corresponds to the definition of <i>obese</i> in adults)</b> (Paragraph 7)</p> <p>12. Where do we <b>wind up at the end of this road?</b> (Paragraph 8)</p> <p>13. With a population that is</p>	<p>8:30 am, Jacqueline David, a nine-year-old fourth-grader, returning to Paw Pals for a second year, said, “It’s morning. Normally you wouldn’t invite all your friends over to play a game of tag right now, but we come here every morning. It’s fun.” The parts printed in bold were removed (abridging)</p> <p>9. The parts printed in bold were removed (linguistic simplification/abridging).</p> <p>10. “Obesity is soon going to <b>become more serious than</b> other health issues in this country”, says paediatrician Tom Robinson, director of the Centre for Healthy Weight at Stanford University (linguistic simplification/abridging).</p> <p>11. The part printed in bold was removed (abridging).</p> <p>12. Where do we <b>end up?</b> (linguistic simplification)</p> <p>13. With a population that has <b>health</b></p>
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<p><b>medically handicapped</b> and with a bankrupt health-care system. (Paragraph 8)</p>	<p><b>problems</b> and with a bankrupt health-care system <b>that cannot cover full medical expenses</b>. The clause ‘that cannot cover full medical expenses’ was added to clarify the meaning of ‘a bankrupt health-care system’ (linguistic simplification/elaboration).</p>
<p>14. ...Steven L. Gortmaker, professor <b>of society, human development and health</b> at the Harvard School of Public Health. (Paragraph 10)</p>	<p>14. The part printed in bold was removed (linguistic simplification/abridging).</p>
<p>15. Over the last half century, technology...<b>has lured</b> children indoors. (Paragraph 12)</p>	<p>15. Over the last half century, technology...<b>is the factor that has made</b> children stay indoors. The word ‘factor’ was used here to emphasise the cause/effect relationships (elaboration).</p>
<p>16. James Sallies, a professor of psychology at San Diego State <b>and co-creator of the phys-ed program used in hundreds of schools across the nation</b>. (Paragraph 13)</p>	<p>16. The part printed in bold was removed (linguistic simplification/abridging).</p>
<p>17. ...it’s highly unlikely that they will, <b>of their own accord</b>, return to afternoons filled with free play. (Paragraph 16)</p>	<p>17. ‘Of their own accord’ was replaced with ‘<b>without being asked to</b>’ (linguistic simplification).</p>
<p>18. It’s <b>encouraging</b> news that the health-club industry has begun <b>courting young members</b>. (Paragraph 17)</p>	<p>18. It’s <b>good</b> news that the health-club industry has begun <b>a program for young members to exercise</b>. ‘A program for young members to exercise’ was used here to make the meaning of this sentence clearer (linguistic simplification/elaboration)</p>
<p>19. ...children <b>blasted out of their gymnasium, energized by an hour of Paw Pals</b>. They <b>snatched their gear</b> and ran</p>	<p>19. ...children <b>ran out of their gymnasium after joining a Paw Pals program for an hour</b>. They <b>took their clothes</b> and ran down</p>

<p>down the hallway toward their classrooms... (Paragraph 19)</p>	<p>the hallway toward the classrooms... 'after' was used to emphasise which actions occurred first and intended to make the idea of the sentence clearer (linguistic simplification/elaboration).</p> <p>20. Additional explanation of the following words or expressions was provided: 'a game of tag', 'abduction' and 'slipstream' (glossing)</p>
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## **Appendix 15**

Summary of tasks-in-process questionnaires: The first cycle

## Summary of Tasks-in-Process Questionnaires: The First Cycle

### Unit One: *Movie Makers at Crossroads*

#### Task1: Predicting What the Text will be about from the Title and Lead-in

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group1(28)	0	0	0	10	15	3	0
Group 2 (29)	0	0	0	9	16	3	1
Group 3 (32)	0	0	1	14	12	4	1
Group 4 (23)	0	0	2	9	11	1	0
Group 5 (20)	1	1	3	10	5	0	0
Total = 132	1	1	6	52	59	11	2
Percent=	0.8	0.8	4.5	39.4	44.7	8.3	1.5

1.1 Explain why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The task served the student's learning needs in reading as it improved his ability to predict the text content from the title and lead-in.	34	25.8
	▪ Task 1 enabled the student to guess the meaning of 'crossroads'.	13	9.8
	▪ The student believed that the task could facilitate text understanding as it provided him with some background knowledge of the text.	11	8.3
	▪ The task enhanced the student's thinking skills.	7	5.3
	▪ The task directly helped raise the student's awareness in making use of the title and lead-in in predicting the text content. Some interesting quotations are 'I rarely read the title and introduction. After completing this task, I learnt how to do so and I think it helped me read better', 'The title and lead-in are very vital in helping me predict what the text will be about' and 'It's a new strategy for me and guided me as to how to predict the text content'.	7	5.3
3	▪ Task 1 enabled the student to predict what the text would be about from the title and lead-in.	32	24.2
	▪ The task facilitated text understanding.	14	10.6
	▪ The task directly helped raise the student's awareness in making use of the title and lead-in in predicting the text content.	6	4.5

2	<ul style="list-style-type: none"> <li>▪ The topic 'movies' was not interesting.</li> <li>▪ The student did not have the opportunity to read much in this task.</li> <li>▪ The teacher focused on speaking rather than reading.</li> </ul>	3 2 1	2.3 1.5 0.8
1	<ul style="list-style-type: none"> <li>▪ The student did not have the opportunity to read much in this task</li> </ul>	1	0.8
0	<ul style="list-style-type: none"> <li>▪ The student explained that the teacher provided too detailed explanation, so he did not have the opportunity to read by himself.</li> </ul>	1	0.8
Total		132	100

## 2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>▪ The student learnt how to predict the text content from the title and lead-in.</li> </ul>	87	65.9	66.9
<ul style="list-style-type: none"> <li>▪ The student learnt how to guess the meaning of difficult words, such as 'crossroads'.</li> </ul>	21	15.9	16.2
<ul style="list-style-type: none"> <li>▪ The student learnt new vocabulary.</li> </ul>	19	14.4	14.6
<ul style="list-style-type: none"> <li>▪ The student learnt how to interpret the meaning of sentences with the use of context clues.</li> </ul>	3	2.3	2.3
Total responses	130	98.5	100
Missing	2	1.5	
Total	132	100	

\*There were two students who did not provide any responses to this question.

## 3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group1 (28)	0	0	0	13	13	2	0
Group 2 (29)	0	0	0	16	11	1	1
Group 3 (32)	1	0	0	21	9	1	0
Group 4 (23)	0	0	1	12	10	0	0
Group 5 (20)	0	0	7	11	2	0	0
Total = 132	1	0	8	73	45	4	1
Percent=	0.8	0	6	55.3	34.1	3	0.8

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (28)	0	27	1
Group 2 (29)	0	28	1
Group 3 (32)	0	31	1
Group 4 (23)	0	21	2
Group 5 (20)	0	20	0
Total=132	0	127	5
Percent =	0	96.2	3.8

4.1 If you found the language ‘too difficult’, please explain the reason(s) why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N =132)</b>	<b>Valid Percent</b>
<ul style="list-style-type: none"> <li>There were unknown words, such as ‘crossroads’. The student did not know that ‘at a crossroads’ was an expression. He thought it meant ‘intersections’.</li> </ul>	3	2.3	60
<ul style="list-style-type: none"> <li>The sentence structures were unclear.</li> </ul>	2	1.5	40
Total responses =	5	3.8	100

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	27	1
Group 2 (29)	29	0
Group 3 (32)	32	0
Group 4 (23)	23	0
Group 5 (20)	19	1
Total = 132	130	2
Percent =	98.5	1.5

Additional comments:

‘The content was not too difficult to predict and it was also of interest to teenagers’

‘The text topic was familiar to me because I regularly go to the movies’.

5.1 If you answered ‘NO’, explain the reason(s) why you felt that way.

One student who chose ‘NO’ explained that he had never come across some words in English, so he could not predict the content. The other felt that the topic was too specific. This student rarely goes to the movies and has never heard of the director’s name, so he did not have enough background knowledge about it. He complained, ‘I don’t understand it.’

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (28)	11	17	0
Group 2 (29)	11	18	0
Group 3 (32)	8	22	2
Group 4 (23)	8	15	0
Group 5 (20)	2	16	2
Total = 132	40	88	4
Percent =	30.3	66.7	3

6.1 Explain the reason(s) why you found the procedures of Task 1 inappropriate to your learning style.

One student explained that he preferred to work in groups consisting of many people. Another student from Group 3 felt that the teacher should have told the class how to work on the task at the beginning, as he did not know how to do it. The other two said they did not learn much from the task, since they did not have the opportunity to read anything much. They also wished there should have been more teaching materials like videos or songs, appealing to them much more than the illustrations.

7. Did you like the discussion questions provided in the task?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	27	1
Group 2 (29)	28	1
Group 3 (32)	30	2
Group 4 (23)	19	4
Group 5 (20)	20	0
Total = 132	124	8
Percent	93.9	6.1

7.1 If you did not like the questions, explain the reason(s) why you felt that way.

A total of four students explained that the questions should have been broader, such as ‘what is the topic about?’, ‘what does it tell?’ or ‘what would the text be about?’ Another three students commented that the questions were not clear. The other said that he was not able to make use of the title and lead-in to answer the questions. He did not have enough background knowledge to answer the questions.

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (28)	9	0	19
Group 2 (29)	2	0	27

Group 3 (32)	5	0	27
Group 4 (23)	4	2	17
Group 5 (20)	2	0	18
Total = 132	22	2	108
Percent =	16.7	1.5	81.8

9. How much did working in pairs/groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group1 (28)	0	0	0	4	12	8	4
Group 2 (29)	0	0	2	2	18	4	3
Group 3 (32)	1	0	2	13	11	5	0
Group 4 (23)	0	0	0	2	15	4	2
Group 5 (20)	0	0	0	4	12	4	0
Total = 132	1	0	4	25	68	25	9
Percent=	0.8	0	3.1	18.9	51.5	18.9	6.8

9.1 Explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student had the opportunity to share ideas and new knowledge with other students or partner, enabling him to get the best answers.</li> </ul>	79	59.9	60.3
	<ul style="list-style-type: none"> <li>The student could rely on other friends or partner for support. One wrote, 'I am not good at English, so I could ask for my friend's help and advice'.</li> </ul>	16	12.1	12.2
	<ul style="list-style-type: none"> <li>The student believed that each person knows or acquires different skills and knowledge, so talking with others helped him learn what he had never known before.</li> </ul>	7	5.3	5.3
3	<ul style="list-style-type: none"> <li>The student had the opportunity to share ideas and new knowledge with others or his partner.</li> </ul>	18	13.6	13.8
	<ul style="list-style-type: none"> <li>Working collaboratively was fine, but not with more than four people, as some group members did not try to contribute to the task.</li> </ul>	6	4.5	4.6
0-2	<ul style="list-style-type: none"> <li>The classroom atmosphere was silent and boring. The student was not motivated to work on the task.</li> </ul>	3	2.3	2.3
	<ul style="list-style-type: none"> <li>The student was afraid of expressing ideas with others.</li> </ul>	2	1.5	1.5
Total responses		131	99.2	100
Missing		1	0.8	
Total		132	100	

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	27	1
Group 2 (29)	28	1
Group 3 (32)	31	1
Group 4 (23)	22	1
Group 5 (20)	14	6
Total = 132	122	10
Percent =	92.4	7.6

11. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed discussing and sharing ideas with others.	47	35.6	53.4
▪ The student liked the way the teacher taught and explained the answers. Twelve out of thirteen explained that Teacher B was friendly and nice. He also gave them a clear explanation.	23	17.4	26.1
▪ The student enjoyed predicting what the text would be about from the title and lead-in and guessing the meaning of unknown words from context.	13	9.8	14.8
▪ The text was interesting and familiar to the student's background knowledge.	5	3.8	5.7
Total responses	88	66.6	100
Missing	44	33.4	
Total	132	100	

12. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The vocabulary was difficult.	17	12.9	44.7
▪ The time was limited	9	6.8	23.7
▪ The teachers (in Groups 1, 2 and 3) spent too much time on the task.	5	3.8	13.2
▪ The student was not confident of answering the questions in English one by one.	4	3	10.5
▪ The student would like to use more English in the classroom.	2	1.5	5.3
▪ Predicting was a waste of time, as the student's prediction may not be accurate.	1	0.8	2.6
Total responses	38	28.8	100

Missing	94	71.2	
Total	132	100	

### Task 8.1: Fill in the Gap Activity

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (27)	0	0	0	3	10	12	2
Group 2 (28)	0	0	0	2	19	4	3
Group 3 (29)	0	0	0	1	22	3	3
Group 4 (22)	0	0	0	4	11	6	1
Group 5 (24)	0	0	1	5	13	3	2
Total = 130	0	0	1	15	75	28	11
Percent=	0	0	0.8	11.5	57.7	21.5	8.5

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>The task enabled the student to read and understand the text better, as he needed to understand all the main points in the text in order to accomplish the task outcomes.</li> </ul>	64	49.2
	<ul style="list-style-type: none"> <li>The student had the opportunity to practise guessing the meaning of unknown words and thinking of appropriate words to fill in the blanks;</li> </ul>	30	23.1
	<ul style="list-style-type: none"> <li>The task improved the student's thinking skills, since he needed to keep asking himself questions while reading and discussing the answers with friends. 'Asking oneself questions' helped facilitated the student's text understanding.</li> </ul>	16	12.3
	<ul style="list-style-type: none"> <li>The task was enjoyable. One student wrote, 'Task 8 made me become more motivated, as I had to try to find words to fill in the blanks. It also raised my awareness of how well I could read.'</li> </ul>	4	3.1
3	<ul style="list-style-type: none"> <li>The student had the opportunity to practise using different strategies in this task, such as skimming for the main idea, guessing the meaning of unknown words from context and predicting;</li> </ul>	7	5.4
	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text better;</li> </ul>	3	2.3
	<ul style="list-style-type: none"> <li>The text was too long; and</li> </ul>	3	2.3
	<ul style="list-style-type: none"> <li>The vocabulary was difficult.</li> </ul>	2	1.5
0-2	<ul style="list-style-type: none"> <li>The text content was not interesting, so the student was not motivated in thinking of the answers to fill in the blanks.</li> </ul>	1	0.8
Total		130	100



2. Please describe what you have learnt from the task.

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ The student learnt how to skim for the main idea of each paragraph. He felt he could understand the main points better and faster.	69	53.1
▪ The student practised thinking of the appropriate words in fill in the blanks.	31	23.8
▪ The student learnt new vocabulary.	11	8.5
▪ The student practised many reading strategies in this task, such as scanning for specific information and guessing meaning of unknown words.	7	5.4
▪ The student learnt the words' part of speech and how to write grammatically correct sentences.	5	3.8
▪ The student gained more knowledge about movies and movie industry.	4	3.1
▪ The student practiced translating the text	3	2.3
<b>Total responses</b>	<b>130</b>	<b>100</b>

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group1 (27)	0	0	2	5	11	8	1
Group 2 (28)	0	0	3	9	13	2	1
Group 3 (29)	0	1	2	15	8	1	2
Group 4 (22)	0	0	0	6	13	2	1
Group 5 (24)	0	0	3	12	7	1	1
<b>Total = 130</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>47</b>	<b>52</b>	<b>14</b>	<b>6</b>
<b>Percent=</b>	<b>0</b>	<b>0.8</b>	<b>7.7</b>	<b>36.1</b>	<b>40</b>	<b>10.8</b>	<b>4.6</b>

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the target and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (27)	0	25	2
Group 2 (28)	0	24	4
Group 3 (29)	1	20	8
Group 4 (22)	0	19	3
Group 5 (24)	0	21	3
<b>Total=130</b>	<b>1</b>	<b>109</b>	<b>20</b>
<b>Percent =</b>	<b>0.8</b>	<b>83.8</b>	<b>15.4</b>

4.1 If you found the language ‘too difficult’, explain the reason(s) why you found the language ‘too difficult’.

Students’ written responses	Frequency	Percent (N=130)	Valid Percent
<ul style="list-style-type: none"> <li>The vocabulary was too difficult. There were some words the student had never seen before, such as ‘vague’, ‘coherent storyline’, preventing him from understanding the text.</li> </ul>	11	8.5	42.3
<ul style="list-style-type: none"> <li>The sentence structures were too complicated and too long.</li> </ul>	9	6.9	34.6
<ul style="list-style-type: none"> <li>The student knew the answers in Thai, but did not know how to express them in English.</li> </ul>	6	4.6	23.1
Total responses	26	20	100

\*It is noted that there were six students who provided two reasons for this item.

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	Yes	No
Group 1 (27)	26	1
Group 2 (28)	27	1
Group 3 (29)	25	4
Group 4 (22)	22	0
Group 5 (24)	24	0
Total = 130	124	6
Percent =	95.4	4.6

5.1 If you answered ‘NO’, explain the reason(s) why you felt that way.

A total of six students who chose ‘NO’ in item 5 explained that the language was difficult. They felt that vocabulary was difficult and this prevented them from predicting the text content. One student from Group 1 said, ‘the teacher went through the answers quickly, so it was difficult for me to understand them. If this happened often, I would feel discouraged and bored’.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	Very appropriate	Ok	Not appropriate
Group 1 (27)	17	10	0
Group 2 (28)	10	16	2
Group 3 (29)	8	21	0
Group 4 (22)	11	11	0
Group 5 (24)	9	15	0
Total = 130	55	73	2
Percent =	42.3	56.2	1.5

6.1 If you chose 'NOT APPROPRIATE', explain the reason(s) why you felt that way.

A total of two students who found the task procedures inappropriate to their learning style complained about the seating and the classroom size. They said the classroom was relatively small and this was problematic, since the students could not get enough attention from the teacher. They did not talk much with other group members, as they could not move their seats around.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (27)	5	0	22
Group 2 (28)	1	0	27
Group 3 (29)	4	0	25
Group 4 (22)	2	0	20
Group 5 (24)	3	1	20
Total = 130	15	1	114
Percent =	11.5	0.8	87.7

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (27)	0	0	0	4	12	4	7
Group 2 (28)	0	0	2	3	12	8	3
Group 3 (29)	0	0	0	4	18	5	2
Group 4 (22)	0	0	0	3	8	8	3
Group 5 (24)	0	0	1	4	15	4	0
Total = 130	0	0	3	18	65	29	15
Percent=	0	0	2.3	13.8	50	22.3	11.5

8.1 Explain the reason(s) why you felt that way.

The students' opinions about group work were virtually the same to their views provided in the evaluation of Task 1. However, for those who thought that working in groups little helped them achieve the task outcome(s) wrote that they did not help each other much in their groups. They actually did not work collaboratively with each other and they also said that the task should be done as an individual work as there were many different ideas among group members. They were not able to come to an agreement with other group members about the task outcomes.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (27)	20	7
Group 2 (28)	26	2
Group 3 (29)	28	1
Group 4 (22)	13	9
Group 5 (24)	19	5
<b>Total = 130</b>	<b>106</b>	<b>24</b>
<b>Percent =</b>	<b>81.5</b>	<b>18.5</b>

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed exchanging ideas with friends and working collaboratively. He had a good time helping each other think of the answers.	44	33.8	36.7
▪ The text topic was enjoyable, since it was neither academic nor serious.	25	19.2	20.8
▪ The task was enjoyable.	13	10	10.8
▪ The task was not much difficult, since the student did not have to write the whole sentences but just some words in each blank.	11	8.5	9.2
▪ The student learnt new words and had the opportunity to review the vocabulary he had seen before in Unit One.	11	8.5	9.2
▪ The student enjoyed practising some reading strategies, while working on Task 8, such as guessing the meaning of unknown words, scanning for specific information and skimming for the main idea.	9	6.9	7.5
▪ The teacher was very helpful and his explanation was clear	7	5.4	5.8
<b>Total responses</b>	<b>120</b>	<b>92.3</b>	<b>100</b>
Missing	10	7.7	
<b>Total</b>	<b>130</b>	<b>100</b>	

11. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The students were not able to think of the words to fill in the blanks. The vocabulary was difficult.	20	15.4	43.5
▪ The text was not much interesting and too long. Two of these students found the text	12	9.2	26.1

very Chinese-oriented and found it difficult to pronounce Chinese names.			
▪ The time was not enough.	11	8.5	23.9
▪ The teacher went through the answers too fast.	3	2.3	6.5
Total responses	46	35.4	100
Missing	84	64.6	
Total	130	100	

### Task 9.1: Identifying the Topic Sentence and Topic

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (29)	0	0	1	11	7	9	1
Group 2 (29)	0	0	0	5	15	9	0
Group 3 (31)	0	0	0	9	12	8	2
Group 4 (22)	0	0	0	10	7	4	1
Group 5 (26)	0	0	2	8	14	0	2
Total = 137	0	0	3	43	55	30	6
Percent=	0	0	2.2	31.4	40.1	21.9	4.4

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The task enabled the student to find the topic sentence of each paragraph and to write the main topic.	52	38
	▪ The task improved the student's reading proficiency, enabling him to understand the overall text.	26	19
	▪ Identifying the topic sentence enabled the student to understand the text faster.	13	9.5
3	▪ The task enabled the student to understand the main idea of each paragraph.	29	21.2
	▪ The task was difficult since the student did not know how to change the topic sentence into the topic. The student did not also understand why he had to change the topic sentence into the topic.	8	5.8
	▪ The vocabulary was difficult.	6	4.4
0-2	▪ The task was difficult since the student did not know how to change the topic sentence into the topic. The student did not also understand why he had to change the topic sentence into the topic.	1	0.7
	▪ The student did not receive a sufficient explanation from the teacher.	1	0.7
	▪ The student found the materials' instructions unclear	1	0.7
Total		137	100

2. Please describe what you have learnt from the task.

Students' written responses	N	Percent	Valid Percent
▪ The student learnt how to find the topic sentence and topic. This strategy enabled him to distinguish the main idea from supporting details in each paragraph. He became more aware of where to find the topic sentence.	83	60.6	67.5
▪ The student learnt new vocabulary.	26	19	21.1
▪ The student learnt how to write the topic.	14	10.2	11.4
Total responses	123	89.8	100
Missing	14	10.2	
Total	137	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group 1 (29)	0	0	5	17	7	0	0
Group 2 (29)	0	0	0	10	16	3	0
Group 3 (31)	0	1	2	11	15	0	2
Group 4 (22)	0	0	1	12	8	1	0
Group 5 (26)	0	0	8	12	4	0	2
Total = 137	0	1	16	62	50	4	4
Percent=	0	0.7	11.7	45.3	36.5	2.9	2.9

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (29)	0	24	5
Group 2 (29)	0	28	1
Group 3 (31)	0	25	6
Group 4 (22)	1	21	0
Group 5 (26)	0	26	0
Total=137	1	124	12
Percent =	0.7	90.5	8.8

4.4 If you found the language 'too difficult', explain the reason(s) why you felt that way.

All the students who found the task too linguistically difficult explained that vocabulary and sentence structures were difficult. Seven of these students also found the task difficult as they had to think of a noun phrase when changing the topic sentence into the main topic.

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	26	3
Group 2 (29)	28	1
Group 3 (31)	29	2
Group 4 (22)	22	0
Group 5 (26)	25	1
Total = 137	130	7
Percent =	94.9	5.1

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

Six of the seven students who chose 'NO' explained that it was difficult for them to change the topic sentence into the main topic. Some explained that they did not have a sound knowledge of grammar, so they did not have any idea how to change the topic sentence into phrases. The other student commented, 'I am not an Asian movie fan, so I find the text quite difficult and complicated'.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (29)	6	22	1
Group 2 (29)	14	15	0
Group 3 (31)	12	19	0
Group 4 (22)	10	11	1
Group 5 (26)	11	13	2
Total = 137	53	80	4
Percent =	38.7	58.4	2.9

6.1 Explain the reason(s) why you did not find the task procedures appropriate to your learning style.

Three of four students who found the task procedures inappropriate complained about the time limitation. They wished there should have been more time for the task. The other suggested that the teacher should have explained more clearly about the differences between the topic sentence and the main topic and taught them how to change the topic sentence into the main topic.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (29)	16	0	13
Group 2 (29)	1	0	28
Group 3 (31)	5	0	26
Group 4 (22)	1	0	21

Group 5 (26)	8	0	18
Total = 137	31	0	106
Percent =	22.6	0	77.4

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (29)	0	0	1	7	13	5	3
Group 2 (29)	0	0	1	3	17	4	4
Group 3 (31)	0	0	0	4	21	4	2
Group 4 (22)	0	0	1	6	11	3	1
Group 5 (26)	0	0	1	2	18	3	2
Total = 137	0	0	4	22	80	19	12
Percent=	0	0	2.9	16.1	58.4	13.9	8.7

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	25	4
Group 2 (29)	27	2
Group 3 (31)	30	1
Group 4 (22)	12	10
Group 5 (26)	16	10
Total = 137	110	27
Percent =	80.3	19.7

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The task improved the student's reading proficiency and enabled him to find the main idea of each paragraph.	48	35	46.2
▪ The student enjoyed working in groups since he had the opportunity to express and exchange ideas with others.	23	16.8	22.1
▪ The teacher guided them as to how to identify the topic sentence and gave a clear explanation.	14	10.2	13.5
▪ The student learnt a great amount of new vocabulary.	12	8.8	11.5
▪ The task was enjoyable.	7	5.1	6.7
Total responses	104	75.9	100
Missing	33	24.1	
Total	137	100	



11. Can you write one thing you did not like about the task?

Students' written responses	Frequency	Percent	Valid Percent
▪ The student had difficulties in writing the main topic. He did not know how to change the topic sentence into the main topic.	22	16.1	38.6
▪ The student did not understand what and why they had to think of the main topic.	18	13	31.6
▪ Some paragraphs did not contain a clear topic sentence, such as item 8.	7	5.1	12.3
▪ There should have been more task items.	5	3.7	8.8
▪ The teacher should have given students more time to work on the task.	3	2.2	5.2
▪ The text itself was not fun and too specific, since it was related to Chinese movies.	2	1.5	3.5
Total responses	57	41.6	100
Missing	80	58.4	
Total	137	100	

## Unit Two: *Asia Wings It When It Comes to Bird Flu*

### Task 3: Guessing Meaning of Unknown Words from Context

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (29)	0	0	1	1	18	8	1
Group 5 (26)	0	0	2	9	13	1	1
Total = 55	0	0	3	10	31	9	2
Percent=	0	0	5.4	18.2	56.4	16.4	3.6

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The task enabled the student to guess the meaning of unknown words from context. Understanding the word meaning helped him understand the text more.	21	38.2
	▪ The student learnt new vocabulary.	10	18.2
	▪ The student had the opportunity to employ reading strategies, as the task was quite difficult.	5	9.1
	▪ The student had the opportunity to think a lot in this task.	4	7.3

	<ul style="list-style-type: none"> <li>It was challenging to read this text, since there were many technical words.</li> </ul>	2	3.6
3	<ul style="list-style-type: none"> <li>The vocabulary was too difficult.</li> </ul>	5	9.1
	<ul style="list-style-type: none"> <li>The student had the opportunity to practise guessing the meaning of unknown words from context.</li> </ul>	3	5.5
	<ul style="list-style-type: none"> <li>The time was limited.</li> </ul>	2	3.6
0-2	<ul style="list-style-type: none"> <li>The text was not interesting and very difficult. One student commented, 'The text content was unfamiliar to me, so it was difficult for me to guess the meaning of unknown words.'</li> </ul>	2	3.6
	<ul style="list-style-type: none"> <li>The time was not enough.</li> </ul>	1	1.8
Total		55	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt how to guess the meaning of unknown words from contexts. This included how to find clues which could help him guess the word meaning.</li> </ul>	30	54.6	55.6
<ul style="list-style-type: none"> <li>The student learnt new vocabulary and its synonyms.</li> </ul>	24	43.6	44.4
Total responses	54	98.2	100
Missing	1	1.8	
Total	55	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (29)	0	0	4	14	9	2	0
Group 5 (26)	0	1	9	13	1	1	1
Total = 55	0	1	13	27	10	3	1
Percent=	0	1.8	23.6	49.1	18.2	5.5	1.8

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (29)	0	23	6
Group 5 (26)	0	12	14
Total=55	0	35	20
Percent =	0	63.6	36.4

4.1 If you found the language ‘too difficult, explain the reason(s) why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
▪ The vocabulary was difficult. The student complained that the vocabulary was very technical as it was related to medical sciences.	16	29.1	80
▪ There were insufficient context clues for the student to guess the meaning of difficult words	4	7.3	20
<b>Total responses</b>	<b>20</b>	<b>36.4</b>	<b>100</b>

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	26	3
Group 5 (26)	20	6
<b>Total = 55</b>	<b>46</b>	<b>9</b>
<b>Percent =</b>	<b>83.6</b>	<b>16.4</b>

5.1 Explain the reason(s) why you did not find the task content appropriate to your background knowledge.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
▪ The text was related to medical sciences.	6	11	66.7
▪ The vocabulary was too difficult, so the student was not able to make sense of the text.	3	5.4	33.3
<b>Total responses</b>	<b>9</b>	<b>16.4</b>	<b>100</b>

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (29)	13	15	1
Group 5 (26)	4	21	1
<b>Total = 55</b>	<b>17</b>	<b>36</b>	<b>2</b>
<b>Percent =</b>	<b>30.9</b>	<b>65.5</b>	<b>3.6</b>

6.1 Explain the reason(s) why you did not find the task procedures appropriate.

There were two students who found the task procedures inappropriate. One student explained that that he wanted to work in the same group because he got used to all group members and could freely exchange ideas with them. The other felt that he could not follow the task, as the teacher went through the answers very fast.

7. Did you like the questions in the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	27	2
Group 5 (26)	23	3
Total = 55	50	5
Percent =	90.9	9.1

7.1 If you answered 'NO', explain the reason(s) why you felt that way.

The students who did not like the questions explained that they could not translate nor understand some questions. They also felt that the time spent on the task was very limited; therefore, they could not think of the answers. Overall, they did not find the task enjoyable.

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (29)	11	0	18
Group 5 (26)	13	0	13
Total = 55	24	0	31
Percent =	43.6	0	56.4

It was assumed that the task was generally difficult, so around 44 percent needed more help from the teacher. The data from classroom observation will provide more details on this.

9. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (29)	0	0	2	2	14	7	4
Group 5 (26)	0	0	0	7	18	1	0
Total = 55	0	0	2	9	32	8	4
Percent=	0	0	3.6	16.4	58.2	14.5	7.3

Most of the students had positive attitudes towards working in pairs. Only three students who chose '2' and '3' commented that their partner did not help or contribute to the work much and that sometimes neither of them could think of the answers.

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	13	16
Group 5 (26)	13	13
Total = 55	26	29
Percent =	47.3	52.7

11. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The task was interesting and enjoyable.	23	41.8	44.2
▪ The task enabled the student to understand the text better. One student said, 'I liked the task questions which asked us to identify the idea of phrases. This helped us guess the meaning of unknown words. I think if I reread the task, I would be able to understand the text better.'	15	27.3	28.8
▪ The student had the opportunity to learn new vocabulary.	12	21.8	23.1
▪ The text content was related to the student's daily life and up-to-date.	2	3.6	3.9
<b>Total responses</b>	<b>52</b>	<b>94.5</b>	<b>100</b>
Missing	3	5.5	
<b>Total</b>	<b>55</b>	<b>100</b>	

12. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The vocabulary was too difficult. The student felt annoyed and bored with the unfamiliar words.	9	16.4	42.9
▪ The time was limited.	8	14.6	38.1
▪ The text content was difficult and not interesting	2	3.6	9.5
▪ The student wished he could get more help from the teacher while working in groups	2	3.6	9.5
<b>Total responses</b>	<b>21</b>	<b>38.2</b>	<b>100</b>
Missing	34	61.8	
<b>Total</b>	<b>55</b>	<b>100</b>	

### Task 5: Skimming for the Subheadings

1). How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (30)	0	0	0	3	19	7	1
Group 5 (25)	0	0	1	9	15	0	0
Total = 55	0	0	1	12	34	7	1
Percent=	0	0	1.8	21.8	61.8	12.8	1.8

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The student had the opportunity to practise skimming for the main idea.	31	56.4
	▪ The student was able to understand the text better by making use of the subheadings.	9	16.4
	▪ The student learnt how to make use of the key words in the text to guide him through the main idea.	2	3.6
3	▪ The student had the opportunity to practise skimming for the main.	7	12.7
	▪ The vocabulary was difficult.	3	5.5
	▪ The time was limited.	2	3.6
0-2	▪ The vocabulary was too difficult.	1	1.8
Total		55	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt how to skim for the main idea of each paragraph by looking for the key words and by skipping unnecessary details.	35	63.6	71.4
▪ The student learnt new vocabulary.	9	16.4	18.4
▪ The student learnt how to read faster.	5	9.1	10.2
Total responses	49	89.1	100
Missing	6	10.9	
Total	55	100	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very enjoyable</b>
Group 1 (30)	0	0	3	12	13	2	0
Group 5 (25)	0	1	3	15	5	1	0
Total = 55	0	1	6	27	18	3	0
Percent=	0	1.8	10.9	49.1	32.7	5.5	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (30)	0	23	7
Group 5 (25)	0	20	5
Total=55	0	43	12
Percent =	0	78.2	21.8

4.1 If you found the language ‘too difficult’, explain the reason(s) why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
▪ The vocabulary was too difficult and technical.	9	16.4	60
▪ The text contained too much information.	4	7.3	26.7
▪ The sentence structures were complicated.	2	3.6	13.3
Total responses	15	27.3	100

\*It is noted that there were three students who provided two reasons.

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (30)	26	4
Group 5 (25)	23	2
Total = 55	49	6
Percent =	89.1	10.9

5.1 If you answered ‘NO’, explain the reason(s) why you felt that way.

Five of the six students who found the task content inappropriate explained that the difficult vocabulary prevented them from understanding the text content. Some of the students’ comments are ‘I have never come across this type of vocabulary’, ‘The vocabulary and text content were not familiar to me much, so it’s difficult for me to understand’, ‘The vocabulary was too difficult. I didn’t understand the whole sentence’. The other explained that he had never experienced this type of task before; therefore, he became unfamiliar with it and came up with the wrong answers.

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (30)	12	18	0
Group 5 (25)	5	20	0
Total = 55	17	38	0
Percent =	30.9	69.1	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (30)	6	1	23
Group 5 (25)	9	1	15
Total = 55	15	2	38
Percent =	27.3	3.6	69.1

8. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (30)	0	0	0	5	15	10	0
Group 5 (25)	0	0	1	9	13	2	0
Total = 55	0	0	1	14	28	12	0
Percent=	0	0	1.8	25.5	50.9	21.8	0

The student who chose '2' explained that he did not have sufficient time to consult his partner.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (30)	27	3
Group 5 (25)	16	9
Total = 55	43	12
Percent =	78.2	21.8

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
<ul style="list-style-type: none"> <li>The student found the matching activity enjoyable. He enjoyed matching appropriate subheadings with appropriate paragraphs.</li> </ul>	23	41.8	46.9
<ul style="list-style-type: none"> <li>The student had the opportunity to practise skimming for the main idea by looking for the key words and</li> </ul>	19	34.5	38.8



skipping unnecessary details in the text.			
▪ The student enjoyed working in groups, since talking with others helped him complete the task more easily.	7	12.7	14.3
Total responses	49	89	100
Missing	6	11	
Total	55	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The time was limited. One student said, 'It was a kind of rush all the time'.	7	12.7	43.7
▪ The text was too long and difficult for the student to understand.	5	9.1	31.3
▪ The vocabulary was too difficult. The student was not able to guess the meaning of difficult words.	4	7.3	25
Total responses	16	29.1	100
Missing	39	70.9	
Total	55	100	

### Task 9: Asking and Answering Questions of Literal Comprehension

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (29)	0	0	2	11	14	2	0
Group 5 (26)	0	0	0	9	16	1	0
Total = 55	0	0	2	20	30	3	0
Percent=	0	0	3.6	36.4	54.5	5.5	0

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>▪ The task enabled the student to understand the text more deeply, since they had to read and try to understand it before asking and answering the questions.</li> <li>▪ The student had the opportunity to practise posing and answering the questions about the text.</li> <li>▪ The student became more active and fully participated in the task.</li> </ul>	22	40
		6	10.9
		5	9.1
3	▪ The task enabled the student to understand the text better, since he had to read and try to understand the text before asking and answering the questions.	16	29.1

	<ul style="list-style-type: none"> <li>The student did not feel that asking himself questions during reading could help him understand the text.</li> </ul>	4	7.3
0-2	<ul style="list-style-type: none"> <li>The student did not feel that asking himself questions could facilitate text understanding.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The student was not able to think of the questions from the text much. This was because the text was difficult.</li> </ul>	1	1.8
Total		55	100

## 2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt how to ask himself questions and to think of the answers to the questions, while reading the text.</li> </ul>	29	52.7	56.9
<ul style="list-style-type: none"> <li>The student learnt how to form grammatically correct sentences. One wrote, 'I learnt how to compose grammatically correct questions so that my questions would be one of the good questions and meaningful.'</li> </ul>	13	23.6	25.5
<ul style="list-style-type: none"> <li>The student learnt more new vocabulary.</li> </ul>	5	9.1	9.8
<ul style="list-style-type: none"> <li>The student learnt that asking himself questions tended to facilitate text understanding.</li> </ul>	4	7.3	7.8
Total responses	51	92.7	100
Missing	4	7.3	
Total	55	100	

## 3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (29)	0	0	2	13	10	4	0
Group 5 (26)	0	0	1	16	9	0	0
Total = 55	0	0	3	29	19	4	0
Percent=	0	0	5.5	52.7	34.5	7.3	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (29)	0	28	1
Group 5 (26)	0	22	4
Total=55	0	50	5
Percent =	0	90.9	9.1

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

A total of four students complained that vocabulary and sentence structures were very difficult. Another two students commented that it was difficult to ask grammatically correct questions in English.

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	27	2
Group 5 (26)	26	0
Total = 55	53	2
Percent =	96.4	3.6

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

One student explained that the task was too easy, as it was just about asking questions. The other explained that it was difficult to ask the questions in English.

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (29)	10	17	2
Group 5 (26)	9	17	0
Total = 55	19	34	2
Percent =	34.5	61.8	3.6

Both of the students who commented that the task procedures were inappropriate explained that the task should have been more interesting and enjoyable.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (29)	3	1	25
Group 5 (26)	4	1	21
Total = 55	7	2	46
Percent =	12.7	3.6	83.7

8. How much did working in groups help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (29)	0	0	2	4	14	7	2
Group 5 (26)	0	0	0	3	17	6	0
Total = 55	0	0	2	7	31	13	2
Percent=	0	0	3.6	12.8	56.4	23.6	3.6

8.1 Explain the reason(s) why you felt that way.

Two students who chose '2' and one who chose '3' explained that people in their groups did not help each other exchange ideas much and they all were in the same level of proficiency. Hence, they did not find working in groups helpful for this task.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	28	1
Group 5 (26)	21	5
Total = 55	49	6
Percent =	89.1	10.9

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Asking oneself questions was useful, as it made the student understand the text better.	15	27.3	44.1
▪ Working in groups and helping each other think of the questions were enjoyable.	11	20	32.4
▪ The student enjoyed answering the questions of other groups.	5	9.1	14.7
▪ The task was new. One student wrote, 'This task was a new activity to me. It was the first time I was taught to pose questions to myself while reading.'	3	5.5	8.8
Total responses	34	61.9	100
Missing	21	38.1	
Total	55	100	

11. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ It was difficult to think of questions in English. The student said he was able to think of the questions in Thai, but was not able to put them in English.	12	21.8	44.5
▪ The student was not able to find the answers	7	12.7	25.9

to the questions that other groups wrote on the whiteboard.			
▪ The vocabulary was difficult and prevented the student from understanding the text.	6	10.9	22.2
▪ The text was too long and boring.	2	3.6	7.4
Total responses	27	49	100
Missing	28	51	
Total	55	100	

### Task 10.1: Understanding References

1. How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (29)	0	0	0	3	20	6	0
Group 5 (26)	0	0	2	12	11	1	0
Total = 55	0	0	2	15	31	7	0
Percent=	0	0	3.6	27.3	56.4	12.7	0

1.1 Explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>▪ The task enabled the student to understand the text better.</li> <li>▪ The task improved the student's ability to identify references.</li> <li>▪ The student became more fluent in reading and applying strategies, since before answering the questions, he had to reread some parts of the text.</li> <li>▪ It was not much difficult to find the answers.</li> <li>▪ The task was fun. The student enjoyed working on it.</li> </ul>	14 9 7 5 3	25.4 16.4 12.7 9.1 5.5
3	<ul style="list-style-type: none"> <li>▪ The task enabled the student to understand the text better.</li> <li>▪ The time was limited.</li> <li>▪ It was not much useful, since there were not many task items.</li> </ul>	7 4 4	12.7 7.3 7.3
0-2	<ul style="list-style-type: none"> <li>▪ The time was limited.</li> </ul>	2	3.6
Total		55	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt what the underlined words referred to and this improved his ability to identify the writer's uses of references.	24	43.6	54.5
▪ The student learnt the way to use different words to repeat what has already been said.	12	21.8	27.3
▪ The student learnt more new vocabulary.	8	14.5	18.2
Total responses	44	80	100
Missing	11	20	
Total	55	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (29)	0	0	0	12	13	4	0
Group 5 (26)	0	0	2	14	9	1	0
Total = 55	0	0	2	26	22	5	0
Percent=	0	0	3.6	47.3	40	9.1	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (29)	0	29	0
Group 5 (26)	0	25	1
Total=55	0	54	1
Percent =	0	98.2	1.8

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Only one student from Group 5 thought the task was difficult due to the difficulty of vocabulary.

5. Did you find the task content appropriate to your background knowledge?

	Yes	No
Group 1 (29)	29	0
Group 5 (26)	26	0
Total = 55	55	0
Percent =	100	0

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (29)	12	17	0
Group 5 (26)	9	17	0
Total = 55	21	34	0
Percent =	38.2	61.8	0

6.1 Explain the reason(s) why you found the task procedures inappropriate to your learning style.

One student from Group 1 explained that he wanted to work on the task by himself before the teacher went through the answers with the whole class.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (29)	2	1	26
Group 5 (26)	3	2	21
Total = 55	5	3	47
Percent=	9	5.5	85.5

8. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (29)	1	0	0	10	12	6	0
Group 5 (26)	1	0	2	7	10	6	0
Total = 55	2	0	2	17	22	12	0
Percent=	3.6	0	3.6	31	40	21.8	0

8.1 Explain the reason(s) why you felt that way.

The students who chose '0' and '2' wrote that they did not work in groups or in pairs because the time was not enough. The teacher went through the answers with the whole class instead. The data from my classroom observation notes provide greater details about this.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	28	1
Group 5 (26)	17	9
Total = 55	45	10
Percent =	81.8	18.2

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The task was enjoyable	13	23.6	29.5
▪ The task was not difficult. It was easier than the previous ones.	11	20	25
▪ The student enjoyed guessing the meaning of unknown words and learning new words.	9	16.4	20.5
▪ The task enabled the student to understand the text more.	8	14.5	18.2
▪ The teacher's explanation was clear.	3	5.5	6.8
Total responses	44	80	100
Missing	11	20	
Total	55	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The time was limited.	9	16.4	45
▪ There should have been more task items.	3	5.5	15
▪ The vocabulary was difficult	3	5.5	15
▪ The teacher's help was insufficient.	3	5.5	15
▪ Some questions were not clear.	2	3.6	10
Total responses	20	36.4	100
Missing	35	63.6	
Total	55	100	

### Unit Three: *Buddhism Thai Style*

#### Task 3: Understanding Markers

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (27)	0	0	0	5	17	5	0
Group 3 (31)	0	0	0	3	26	2	0
Group 4 (23)	0	0	1	9	6	6	1
Total = 81	0	0	1	17	49	13	1
Percent=	0	0	1.2	21	60.5	16.1	1.2



1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The task enabled the student to understand the meaning of markers and this facilitated his text understanding.</li> </ul>	35	43.2	44.3
	<ul style="list-style-type: none"> <li>The student learnt how to read the text and could understand the main idea of each paragraph.</li> </ul>	11	13.6	13.9
	<ul style="list-style-type: none"> <li>The student had the opportunity to learn more vocabulary.</li> </ul>	9	11.1	11.4
	<ul style="list-style-type: none"> <li>The student understood the relationships among each paragraph by making use of markers.</li> </ul>	4	4.9	5.1
	<ul style="list-style-type: none"> <li>The task was enjoyable. The student said it seemed like a game.</li> </ul>	4	4.9	5.1
3	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text better through the use of markers.</li> </ul>	7	8.6	8.9
	<ul style="list-style-type: none"> <li>The vocabulary was difficult and technical.</li> </ul>	5	6.2	6.3
	<ul style="list-style-type: none"> <li>The student did not quite understand the text, since it was related to other religions which he did not have any background knowledge about.</li> </ul>	3	3.7	3.8
0-2	<ul style="list-style-type: none"> <li>The text was boring because it was quite long.</li> </ul>	1	1.2	1.2
Total responses		79	97.5	100
Missing		2	2.5	
Total		81	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt how to make use of markers to help him understand the text better. He learnt different relationships between ideas: additive, contrast and causal by noticing the use of the markers and also knew how to use them in an appropriate context.</li> </ul>	44	54.3	62.9
<ul style="list-style-type: none"> <li>The student learnt more new vocabulary.</li> </ul>	14	17.3	20
<ul style="list-style-type: none"> <li>The student had the opportunity to guess the meaning of unknown words from context.</li> </ul>	12	14.8	17.1
Total responses	70	86.4	100
Missing	11	13.6	
Total	81	100	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group 2 (27)	0	0	0	15	11	1	0
Group 3 (31)	0	0	1	19	10	1	0
Group 4 (23)	1	0	2	12	7	1	0
Total = 81	1	0	3	46	28	3	0
Percent=	1.2	0	3.7	56.8	34.6	3.7	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 2 (27)	0	17	10
Group 3 (31)	0	19	12
Group 4 (23)	0	20	3
Total=81	0	56	25
Percent =	0	69.1	30.9

4.1 Explain the reason(s) why you found the language ‘too difficult’.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=81)</b>	<b>Valid Percent</b>
<ul style="list-style-type: none"> <li>The vocabulary, such as ‘kamma’, ‘vows’, ‘Eightfold path’ and ‘dependent origination’, was difficult and technical. The student said some words were rarely used in his daily life. Some sample quotations are ‘I didn’t know quite a lot of vocabulary. I think the vocabulary was too difficult, making the subject matter less interesting’ and ‘Even though the text is about our cultures, it’s too difficult. I felt bored and discouraged to read the text’.</li> </ul>	21	26	84
<ul style="list-style-type: none"> <li>The uses of comparisons and metaphor were difficult to understand. An example is ‘Doing bad things are withdrawals; making merit is a deposit’.</li> </ul>	4	4.9	16
Total responses	25	30.9	100

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	25	2
Group 3 (31)	30	1
Group 4 (23)	22	1
Total = 81	77	4
Percent =	95.1	4.9

5.5 If you answered 'NO', explain the reason(s) why you felt that way.

A total of four students explained that the text contained too many unknown words. One of them also felt that the text content was unfamiliar. One student wrote, 'I didn't know quite a lot of vocabulary. I think the vocabulary was too difficult, making the subject matter less interesting'.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (27)	15	12	0
Group 3 (31)	13	18	0
Group 4 (23)	6	17	0
Total = 81	34	47	0
Percent =	41.9	58.1	0

\*There was only one student from Group 4 suggesting that the teacher should have given students more time in reading the text.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (27)	0	1	26
Group 3 (31)	3	0	28
Group 4 (23)	3	0	20
Total = 81	6	1	74
Percent =	7.4	1.2	91.4

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (27)	0	0	0	4	15	6	2
Group 3 (31)	0	0	1	5	19	5	1
Group 4 (23)	0	0	3	7	8	3	2
Total = 81	0	0	4	16	42	14	5
Percent=	0	0	4.9	19.7	51.9	17.3	6.2

8.1 Explain the reason(s) why you felt that way.

A total of two students who chose '2' explained that they were afraid to talk to other students. Another student said the task was too difficult and no one in his group could think of the answers. The other student said although he worked in groups, he still got the wrong answers.

9. Were you given enough time to complete the task?

	Yes	No
Group 2 (27)	26	1
Group 3 (31)	31	0
Group 4 (23)	16	7
Total = 81	73	8
Percent =	90.1	9.9

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student was able to use markers to connect two different ideas.	21	25.9	31.8
▪ Matching appropriate markers in the right places was enjoyable.	12	14.8	18.2
▪ The teacher's help and translation was useful.	11	13.6	16.7
▪ The text was familiar to the student's background knowledge.	9	11.1	13.6
▪ The student enjoyed working in groups and sharing his ideas with others.	8	9.9	12.1
▪ The student enjoyed learning new vocabulary.	5	6.2	7.6
Total responses	66	81.5	100
Missing	15	18.5	
Total	81	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The vocabulary and expressions were difficult and technical. This led to the student's difficulties in translating the text.	16	19.7	57.2
▪ The text was too long.	5	6.2	17.9
▪ The text content was difficult to understand	3	3.7	10.7
▪ The time was limited.	2	2.5	7.1
▪ The text was boring because it was related to religions.	2	2.5	7.1
Total responses	28	34.6	100
Missing	53	65.4	
Total	81	100	

### Task 5: Reading Activity

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (27)	0	0	0	5	18	4	0
Group 3 (31)	0	0	1	3	22	5	0
Group 4 (23)	0	0	0	2	9	11	1
Total = 81	0	0	1	10	49	20	1
Percent=	0	0	1.2	12.4	60.5	24.7	1.2

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The task gave the student the opportunity to explain the text to each other. He also learnt about other parts of the text from students in other groups who explained their assigned paragraphs to the whole class.</li> </ul>	26	32.1	34.7
	<ul style="list-style-type: none"> <li>The student had the opportunity to practise reading independently and this improved his reading proficiency.</li> </ul>	25	30.9	33.3
	<ul style="list-style-type: none"> <li>The students had the opportunity to practise guessing the meaning of unknown words.</li> </ul>	6	7.4	8
	<ul style="list-style-type: none"> <li>The student learnt more vocabulary.</li> </ul>	5	6.2	6.7
	<ul style="list-style-type: none"> <li>The student had the opportunity to practise their translation skills.</li> </ul>	4	4.9	5.3
3	<ul style="list-style-type: none"> <li>The task enabled the student to practise reading independently.</li> </ul>	5	6.2	6.7
	<ul style="list-style-type: none"> <li>The student's group members did not help each other think and read.</li> </ul>	3	3.7	4
0-2	<ul style="list-style-type: none"> <li>The student did not understand the text clearly.</li> </ul>	1	1.2	1.3
Total responses		75	92.6	100
Missing		6	7.4	
Total		81	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt a variety of reading strategies, particularly identifying the main idea or the topic sentence and supporting details.</li> </ul>	28	34.6	40

▪ The student learnt new vocabulary, especially religion-related words.	17	21	24.3
▪ The student had the opportunity to practise translating the text.	14	17.3	20
▪ The student practised and learnt more about guessing the meaning of unknown words from context.	11	13.6	15.7
Total responses	70	86.4	100
Missing	11	13.6	
Total	81	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group 2 (27)	0	0	0	10	15	2	0
Group 3 (31)	0	0	1	17	10	2	1
Group 4 (23)	0	0	0	4	12	5	2
Total = 81	0	0	1	31	37	9	3
Percent=	0	0	1.2	38.3	45.7	11.1	3.7

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 2 (27)	0	17	10
Group 3 (31)	0	23	8
Group 4 (23)	0	22	1
Total=81	0	62	19
Percent =	0	76.5	23.5

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Students' written responses	N	Percent (N=81)	Valid Percent
▪ The vocabulary was difficult and technical.	15	18.5	79
▪ Some sentences were too long and complicated for the student to understand and translate.	4	5	21
Total responses	19	23.5	100

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	23	4
Group 3 (31)	29	2
Group 4 (23)	22	1
Total = 81	74	7
Percent =	91.4	8.6

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=81)</b>	<b>Valid Percent</b>
▪ The text was too linguistically difficult (vocabulary and sentence structures).	5	6.2	71.4
▪ The content was too complicated (religion).	2	2.4	28.6
Total responses	7	8.6	100

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (27)	11	16	0
Group 3 (31)	13	18	0
Group 4 (23)	13	10	0
Total = 81	37	44	0
Percent =	45.7	54.3	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (27)	1	1	25
Group 3 (31)	1	0	30
Group 4 (23)	2	0	21
Total = 81	4	1	76
Percent =	5	1.2	93.8

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (27)	0	0	1	4	14	6	2
Group 3 (31)	0	0	1	3	18	7	2
Group 4 (23)	0	0	0	3	7	5	8
Total = 81	0	0	2	10	39	18	12
Percent=	0	0	2.5	12.3	48.1	22.3	14.8

9. Were you given enough time to complete the task?

	Yes	No
Group 2	26	1
Group 3	29	1
Group 4	22	0
Total = 79	77	2
Percent =	97.5	2.5

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student enjoyed helping each other summarise what happened in each paragraph. He emphasised that helping each other read the text could lead to greater text understanding.	39	48.1	52.7
▪ The text was interesting and familiar to the student's background knowledge.	18	22.3	24.3
▪ The student learnt new vocabulary.	12	14.8	16.2
▪ The teacher's explanation was helpful.	5	6.2	6.8
Total responses	74	91.4	100
Missing	7	8.6	
Total	81	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The vocabulary was too difficult for the student to understand.	6	7.4	37.4
▪ Some sentences in the text were too difficult to translate. One student complained, 'I had to read almost every single word and translate each paragraph, but it's too difficult.'	5	6.2	31.3
▪ The text was too long. The student did not like reading such a long text.	5	6.2	31.3
Total responses	16	19.8	100
Missing	65	80.2	
Total	81	100	

### Task 8: Understanding the Writer's Intention

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (27)	0	0	0	6	16	5	0
Group 3 (25)	0	0	0	7	13	4	1



Group 4 (24)	0	0	2	10	7	5	0
Total = 76	0	0	2	23	36	14	1
Percent=	0	0	2.6	30.3	47.4	18.4	1.3

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>The task improved the student's overall reading proficiency, as he must reread the text for details and try to understand the whole text in order to come up with the answers.</li> </ul>	26	34.2
	<ul style="list-style-type: none"> <li>The task provided the student with the opportunity to practise analysing the writer's intention. He understood what the writer wanted to say in each paragraph. One student said, 'If we know what the writer wants to tell us, it means we are a successful reader'.</li> </ul>	18	23.7
	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text better.</li> </ul>	7	9.2
3	<ul style="list-style-type: none"> <li>The task enabled the student to analyse the writer's intention in each excerpt.</li> </ul>	9	11.9
	<ul style="list-style-type: none"> <li>The task was quite difficult. The student did not know how to analyse the writer's intention.</li> </ul>	8	10.5
	<ul style="list-style-type: none"> <li>The student had difficulties in putting his ideas in sentences in English.</li> </ul>	6	7.9
0-2	<ul style="list-style-type: none"> <li>The student had difficulties in expressing ideas in sentences in English. One student wrote, 'The task was difficult, since I had to think and then write the answers in sentences'.</li> </ul>	2	2.6
Total		76	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt how to analyse what the writer wanted to tell the reader.</li> </ul>	37	48.7	52.9
<ul style="list-style-type: none"> <li>The student gained greater text understanding after the completion of this task.</li> </ul>	13	17.1	18.6
<ul style="list-style-type: none"> <li>The student learnt how to write the answers in sentences.</li> </ul>	11	14.5	15.7
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	6	7.9	8.6
<ul style="list-style-type: none"> <li>The student learnt how to find the evidence from the text to support the answers.</li> </ul>	3	3.9	4.3
Total responses	70	92.1	100
Missing	6	7.9	
Total	76	100	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group 2 (27)	0	0	1	12	13	1	0
Group 3 (25)	0	0	2	14	6	3	0
Group 4 (24)	0	0	1	15	6	2	0
Total = 76	0	0	4	41	25	6	0
Percent=	0	0	5.3	53.9	32.9	7.9	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 2 (27)	0	18	9
Group 3 (25)	0	18	7
Group 4 (24)	0	23	1
Total=76	0	59	17
Percent =	0	77.6	22.4

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=76)</b>	<b>Valid Percent</b>
▪ The vocabulary was difficult. Some vocabulary was rarely used in daily life.	9	11.9	52.9
▪ It was difficult to express ideas and write them down in English.	4	5.3	23.5
▪ Some sentence structures were difficult to understand, since they contained uses of comparisons and metaphor.	2	2.6	11.8
▪ The questions themselves were difficult and this was the reason why the student was not able to think of the answers.	2	2.6	11.8
Total responses	17	22.4	100

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	23	4
Group 3 (25)	23	2
Group 4 (24)	24	0
Total = 76	70	6
Percent =	92	8

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=76)</b>	<b>Valid Percent</b>
▪ It was difficult to analyse the writer's intention.	3	4	50
▪ The student had difficulties in writing the answers in sentences.	3	4	50
<b>Total responses</b>	<b>6</b>	<b>8</b>	<b>100</b>

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (27)	11	16	0
Group 3 (25)	8	17	0
Group 4 (24)	9	15	0
<b>Total = 76</b>	<b>28</b>	<b>48</b>	<b>0</b>
<b>Percent =</b>	<b>36.8</b>	<b>63.2</b>	<b>0</b>

A total of two students suggested that they wished there should have been more time and they should have worked in small groups.

7. Did you like the questions in the task?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	23	4
Group 3 (25)	24	1
Group 4 (24)	20	4
<b>Total = 76</b>	<b>67</b>	<b>9</b>
<b>Percent =</b>	<b>88.2</b>	<b>11.8</b>

7.1 Explain the reason(s) why you did not like the questions

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The questions were too difficult.	5	6.5	50
▪ It was difficult to write the answers in sentences	4	5.3	50
<b>Total responses</b>	<b>9</b>	<b>11.8</b>	<b>100</b>

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (27)	1	0	26
Group 3 (25)	2	0	23
Group 4 (24)	4	1	19
<b>Total = 76</b>	<b>7</b>	<b>1</b>	<b>68</b>
<b>Percent =</b>	<b>9.2</b>	<b>1.3</b>	<b>89.5</b>

9. How much did working in pairs help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (27)	0	0	2	6	14	4	1
Group 3 (25)	0	0	2	6	12	5	0
Group 4 (24)	0	0	1	7	9	5	2
Total = 76	0	0	5	19	35	14	3
Percent=	0	0	6.6	25	46.1	18.4	3.9

9.1 Explain the reason(s) why you felt that way.

The students who chose '2' felt that their group members did not help each other think and work on the task much. They also explained that working collaboratively did not contribute to the task outcomes, as the task was too difficult.

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	24	3
Group 3 (25)	24	1
Group 4 (24)	19	5
Total = 76	67	9
Percent =	88.2	11.8

11. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid</b>
▪ The student enjoyed working groups.	22	28.9	38.6
▪ The teacher's help was useful.	13	17.1	22.8
▪ The student enjoyed analysing the writer's intention and answering the questions about the writer's intention.	9	11.8	15.8
▪ The student liked the task and the questions in the task, since they stimulated him to think and analyse the writer's intention.	8	10.5	14
▪ The student had the opportunity to practise expressing ideas in English	5	6.6	8.8
Total responses	57	75	100
Missing	19	25	
Total	76	100	

12. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ It was difficult to analyse the writer's intention. The student did not understand how to do so.	10	13.2	33.3
▪ The vocabulary was difficult and technical.	7	9.2	23.4
▪ The questions were difficult.	5	6.6	16.7

▪ The text content was complicated.	4	5.3	13.3
▪ It was difficult to write the answers in sentences.	4	5.3	13.3
Total responses	30	39.5	100
Missing	46	60.5	
Total	76	100	

### Task 9: Inferring the Writer's Implicit Ideas

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (27)	0	0	0	4	20	3	0
Group 3 (29)	0	0	0	8	14	6	1
Group 4 (22)	0	0	4	7	9	2	0
Total = 78	0	0	4	19	43	11	1
Percent=	0	0	5.1	24.4	55.1	14.1	1.3

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The student had the opportunity to practise inferring the writer's implicit ideas. He found this strategy very important as it can help him read more effectively.	26	33.4	39.4
	▪ The student was able to understand the text better.	10	12.8	15.2
	▪ The student enjoyed working in groups.	7	8.9	10.6
3	▪ The student had the opportunity to practise inferring the writer's implicit ideas.	9	11.5	13.6
	▪ The student had difficulties in expressing ideas in English.	8	10.2	12.2
	▪ The student felt that he did not read anything much in this task.	2	2.6	3
0-2	▪ The student had difficulties in expressing ideas in English.	2	2.6	3
	▪ The student was not able to follow the teacher's explanation.	2	2.6	3
Total responses		66	84.6	100
Missing		12	15.4	
Total		78	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt how to infer the writer's implicit ideas.	37	47.4	56
▪ The student learnt how to write the answers in sentences	13	16.7	19.7
▪ The student learnt strategies he could make use of in his coming exams.	6	7.7	9.1
▪ The student learnt new vocabulary, particularly religion-related vocabulary.	5	6.4	7.6
▪ The student had the opportunity to practise thinking	5	6.4	7.6
Total responses	66	84.6	100
Missing	12	15.4	
Total	78	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group 2 (27)	0	0	0	15	10	2	0
Group 3 (29)	0	1	1	12	12	3	0
Group 4 (22)	0	0	2	14	5	1	0
Total = 78	0	1	3	41	27	6	0
Percent=	0	1.3	3.8	52.6	34.6	7.7	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 2 (27)	0	22	5
Group 3 (29)	0	24	5
Group 4 (22)	0	21	1
Total=78	0	67	11
Percent =	0	85.9	14.1

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Six of eleven students who found the task too difficult explained that the vocabulary and expressions were difficult and another five students complained that they had difficulties in answering the questions in sentences.

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	Yes	No
Group 2 (27)	25	2
Group 3 (29)	27	2

Group 4 (22)	22	0
Total = 78	74	4
Percent =	94.9	5.1

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

A total of four students commented that the task was so difficult that they were not able to think of the answers. Their problems also involved their inability to express their ideas in sentences. They emphasised that writing the answers in sentences was the most difficult part of the task.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (27)	10	17	0
Group 3 (29)	9	20	0
Group 4 (22)	8	14	0
Total = 78	27	51	0
Percent =	34.6	65.4	0

7. Did you like the questions in the task?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	22	5
Group 3 (29)	29	0
Group 4 (22)	22	0
Total = 78	73	5
Percent =	93.6	6.4

7.1 If you answered 'NO', explain the reason(s) why you did not like the questions.

A total of five students explained that it was difficult to think of and write the answers in sentences.

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (27)	0	0	27
Group 3 (29)	4	1	24
Group 4 (22)	6	1	15
Total = 78	10	2	66
Percent =	12.8	2.6	84.6

9. How much did working in pairs help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (27)	0	0	2	7	12	5	1
Group 3 (29)	0	0	0	6	17	5	1
Group 4 (22)	0	0	3	7	11	0	1
Total = 78	0	0	5	20	40	10	3
Percent=	0	0	6.4	25.6	51.4	12.8	3.8

9.1 Explain the reason(s) why you felt that way.

A total of four students who chose '2' explained that they did not receive sufficient help from friends. The other student who chose '2' explained that the time was limited, so he did not have time to discuss ideas with friends.

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	24	3
Group 3 (29)	27	2
Group 4 (22)	15	7
Total = 78	66	12
Percent =	84.6	15.4

11. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed working in groups, as he had the opportunity to consult and exchange ideas with other students.	20	25.6	27.8
▪ Inferring the writer's implicit ideas was enjoyable.	17	21.8	23.6
▪ The teacher's explanation was helpful.	11	14.1	15.3
▪ The student had the opportunity to practise thinking throughout the task. He felt that his thinking ability improved.	11	14.1	15.3
▪ The questions were short and not too difficult to understand.	7	9	9.7
▪ The student had the opportunity to practise writing the answers in sentences while working on the task.	6	7.7	8.3
Total responses	72	92.3	100
Missing	6	7.7	
Total	78	100	



12. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student had difficulties in expressing ideas in correct English. One student wrote, 'I spent too much time in choosing the right words when trying to express my ideas in English.'	12	15.4	46.1
▪ The vocabulary was difficult.	8	10.3	30.8
▪ The time was limited. The student did not have enough time to complete the task.	6	7.7	23.1
Total responses	26	33.4	100
Missing	52	66.6	
Total	78	100	

#### Unit 4: *An Empty Nest Can Promote Freedom, Improved Relationships*

##### Task 1: Predicting What the Text will be about from the Title, Lead-in and Subheadings

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 5 (27)	0	0	2	12	10	3	0
Group 6 (22)	0	0	0	6	14	2	0
Total = 49	0	0	2	18	24	5	0
Percent=	0	0	4	37	49	10	0

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The task enabled the student to predict what he was about to read.	16	32.7
	▪ The text was interesting and close to the student's life experience. This enabled him to predict what the text would be about more easily.	8	16.3
	▪ The task stimulated the student to think a lot.	5	10.2
3	▪ The task enabled the student to predict what the text would be about in general.	9	18.4
	▪ The task was only about predicting what the text would be about, but it did not help improve the student's overall reading proficiency. He felt that the task was not much important to his reading.	6	12.2
	▪ The student did not come up with accurate predictions, so he did not find the task useful.	2	4.1

	<ul style="list-style-type: none"> <li>The student did not have the opportunity to practise reading aloud.</li> </ul>	1	2
0-2	<ul style="list-style-type: none"> <li>The task was only about predicting what the text would be about, but it did not help improve the student's overall reading proficiency.</li> </ul>	2	4.1
Total		49	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The student learnt how to predict what the text would generally be about. This helped him understand the overall picture of the text.</li> </ul>	24	49	50
<ul style="list-style-type: none"> <li>The student had the opportunity to practise not only reading but also thinking skills.</li> </ul>	12	24.5	25
<ul style="list-style-type: none"> <li>The student learnt how to relate the key words provided to his background knowledge.</li> </ul>	8	16.3	16.7
<ul style="list-style-type: none"> <li>The student learnt to listen to other people's ideas in his groups and to work collaboratively with other group members.</li> </ul>	4	8.2	8.3
Total responses	48	98	100
Missing	1	2	
Total	49	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 5 (27)	0	0	2	13	8	2	2
Group 6 (22)	0	0	2	13	7	0	0
Total = 49	0	0	4	26	15	2	2
Percent=	0	0	8	53	31	4	4

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 5 (27)	0	27	0
Group 6 (22)	1	18	3
Total=49	1	45	3
Percent =	2	92	6

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

A total of three students explained that some words, such as 'lease', sentence structures and expressions were difficult. This was the obstacle to their prediction.

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 5 (27)	27	0
Group 6 (22)	21	1
Total = 49	48	1
Percent =	98	2

5.1 Explain the reason(s) why you did not find the task content appropriate to your background knowledge.

One student explained that the sentences and vocabulary were complicated and difficult and this prevented him from predicting what the text would be about.

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 5 (27)	12	15	0
Group 6 (22)	2	19	1
Total = 49	14	34	1
Percent =	29	69	2

6.1 Explain the reason(s) why you did not find the task procedures appropriate to your learning style.

There were two students from Group 6—one choosing ‘OK’ and the other choosing ‘Not Appropriate’ checkboxes— who suggested that there should have been a game to play among groups, and group work should be used in the classroom more often, as the students could listen to each other’s ideas. Having informal talks with Teacher D who was responsible for Group 6, I discovered that most students in her class rarely knew each other. They knew only a few people who sat next to them. The classroom atmosphere was always silent, since the students rarely said anything or participated in the classroom activities.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 5 (27)	4	0	23
Group 6 (22)	5	0	17
Total = 49	9	0	40
Percent =	18	0	82

8. How much did working in groups help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5 (27)	0	0	0	5	18	1	3
Group 6 (22)	0	0	3	3	10	5	1
Total = 49	0	0	3	8	28	6	4
Percent=	0	0	6	16.3	57.2	12.3	8.2

8.1 Explain the reason(s) why you felt that way.

A total of three students who chose '2' explained that they could not help each other much and neither of their group members expressed ideas, or suggested any possible answers.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 5 (27)	24	3
Group 6 (22)	18	4
Total = 49	42	7
Percent =	86	14

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed exchanging ideas with other group members.	17	34.7	36.2
▪ The student had the opportunity to guess the meaning of unknown words from context.	8	16.3	17
▪ Predicting what the text will be about from the title and lead-in was helpful.	8	16.3	17
▪ The task (a mind mapping activity) was enjoyable.	7	14.3	14.9
▪ The text was close to the student's background knowledge.	5	10.2	10.6
▪ The task improved the student's thinking skills.	2	4.1	4.3
Total responses	47	95.9	100
Missing	2	4.1	
Total	49	100	

11. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student had difficulties in thinking of words to fill in the balloons, either in Thai or English.	7	14.3	31.8
▪ The student did not receive cooperation from other friends in the group. One student complained, 'We didn't brainstorm with each other that much'.	5	10.2	22.7

▪ The vocabulary was too difficult.	3	6.1	13.6
▪ The student was not quite sure what he had to do in this task.	3	6.1	13.6
▪ The text was difficult.	2	4.1	9.1
▪ The time was limited.	2	4.1	9.1
Total responses	22	44.9	100
Missing	27	55.1	
Total	49	100	

### Task 3: Skimming for the Main Idea

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 5 (28)	0	0	0	11	12	5	0
Group 6 (23)	0	0	0	3	20	0	0
Total = 51	0	0	0	14	32	5	0
Percent=	0	0	0	27	63	10	0

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The task enabled the student to practise his reading strategies, particularly skimming. He could understand the text and extract the main idea more easily.	19	37.3	39.6
	▪ The main idea was the most important part of the text. The student believed that if a reader could not grasp the main idea, he could get lost while reading.	11	21.6	22.9
	▪ The task was useful in the student's real-life.	5	9.8	10.4
	▪ The text was not too difficult to understand, so the student found the lesson enjoyable.	2	3.9	4.2
3	▪ The task enabled the student to practise his reading strategies, particularly skimming.	7	13.7	14.5
	▪ The vocabulary was difficult.	2	3.9	4.2
	▪ The student was not able to extract the main idea.	2	3.9	4.2
Total responses		48	94.1	100
Missing		3	5.9	
Total		51	100	

2. What did you learn from the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student learnt how to find the topic sentence of each paragraph.	20	39.2	54.1
▪ The student learnt how to skim for the main idea.	15	29.4	40.5
▪ The student realised that the topic sentence was not always located in the first sentence.	2	3.9	5.4
<b>Total responses</b>	<b>37</b>	<b>72.5</b>	<b>100</b>
Missing	14	27.5	
<b>Total</b>	<b>51</b>	<b>100</b>	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very enjoyable</b>
Group 5 (28)	0	0	1	18	7	2	0
Group 6 (23)	0	0	2	13	7	1	0
<b>Total = 51</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>31</b>	<b>14</b>	<b>3</b>	<b>0</b>
<b>Percent=</b>	<b>0</b>	<b>0</b>	<b>5.9</b>	<b>60.8</b>	<b>27.4</b>	<b>5.9</b>	<b>0</b>

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 5 (28)	0	28	0
Group 6 (23)	0	16	7
<b>Total= 51</b>	<b>0</b>	<b>44</b>	<b>7</b>
<b>Percent =</b>	<b>0</b>	<b>86.3</b>	<b>13.7</b>

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=51)</b>	<b>Valid Percent</b>
▪ The sentence structures were difficult and complicated.	4	7.8	57.1
▪ The vocabulary and expressions were difficult	3	5.9	42.9
<b>Total responses</b>	<b>7</b>	<b>13.7</b>	<b>100</b>

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 5 (28)	28	0
Group 6 (23)	22	1
<b>Total = 51</b>	<b>50</b>	<b>1</b>
<b>Percent =</b>	<b>98</b>	<b>2</b>

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

The student who complained about the task content explained that the text was linguistically difficult.

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 5 (28)	12	16	0
Group 6 (23)	8	15	0
Total = 51	20	31	0
Percent =	39.2	60.8	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 5 (28)	3	1	24
Group 6 (23)	5	0	18
Total = 51	8	1	42
Percent =	15.7	1.9	82.4

8. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5 (28)	1	0	2	6	16	3	0
Group 6 (23)	0	0	3	4	13	3	0
Total = 51	1	0	5	10	29	6	0
Percent=	2	0	9.8	19.6	56.9	11.7	0

8.1 Explain the reason(s) why you felt that way.

The students who chose '2' explained that they could do the task by themselves, so it was not necessary to work in pairs in this task. The only student who chose '0' for this question pointed out that he did not work in pairs or in groups in this task.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 5 (28)	25	3
Group 6 (23)	20	3
Total = 51	45	6
Percent =	88.2	11.8

10. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed practising skimming for the main idea. He explained that it was the fastest way to extract the main idea, since he did not have to read the whole text, but only the introduction.	24	47.1	49
▪ The student enjoyed working together with friends in groups.	13	25.5	26.5
▪ The text was interesting and not too difficult. The student felt that this text was more interesting than the previous ones (Units One and Two)	7	13.7	14.3
▪ The student learnt more new vocabulary.	5	9.8	10.2
<b>Total responses</b>	<b>49</b>	<b>96.1</b>	<b>100</b>
Missing	2	3.9	
<b>Total</b>	<b>51</b>	<b>100</b>	

11. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ It was difficult to express ideas in English.	7	13.7	41.3
▪ The classroom atmosphere was too silent. It made the student feel bored.	4	7.8	23.5
▪ The vocabulary was difficult.	3	5.9	17.6
▪ The time was limited.	3	5.9	17.6
<b>Total responses</b>	<b>17</b>	<b>33.3</b>	<b>100</b>
Missing	34	66.4	
<b>Total</b>	<b>51</b>	<b>100</b>	

### **Task 7: Intensive Reading**

1. How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 5 (22)	0	0	0	4	15	3	0
Group 6 (26)	0	0	1	6	15	4	0
Total = 48	0	0	1	10	30	7	0
Percent=	0	0	2	21	62.5	14.5	0



1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The task facilitated the student's text understanding. He was able to understand the main points of the text.	26	54.1
	▪ The text was interesting and not too difficult.	10	20.8
3	▪ The task facilitated the student's text understanding.	4	8.3
	▪ The vocabulary was difficult.	2	4.2
	▪ The text was not much interesting.	2	4.2
	▪ The student did not quite understand the questions.	2	4.2
0-2	▪ The student wanted to learn something more interesting than this task.	2	4.2
Total		48	100

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student had the opportunity to practise extracting the main idea of each paragraph while answering the questions.	18	37.5	45
▪ The student learnt how to answer the questions by using his own words.	12	25	30
▪ The student learnt new vocabulary.	5	10.4	12.5
▪ The student learnt more how to guess the meaning of unknown words from context in this task.	5	10.4	12.5
Total responses	40	83.3	100
Missing	8	16.7	
Total	48	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 5 (22)	0	0	0	8	12	2	0
Group 6 (26)	0	1	3	20	1	1	0
Total = 48	0	1	3	28	13	3	0
Percent=	0	2.1	6.2	58.3	27.1	6.3	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 5 (22)	0	22	0
Group 6 (26)	0	20	6
Total= 48	0	42	6
Percent =	0	87.5	12.5

#### 4.1 Explain the reason(s) why you found the language ‘too difficult’.

Three of six students who found the task too linguistically difficult explained that the vocabulary was too technical. Another two students felt that everything in the task was difficult and the other commented that the text content was academic, as it was related to research.

#### 5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 5 (22)	22	0
Group 6 (26)	26	0
Total = 48	48	0
Percent =	100	0

#### 6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 5 (22)	12	10	0
Group 6 (26)	6	19	1
Total = 48	18	29	1
Percent =	37.5	60.4	2.1

#### 6.1 Explain the reason(s) why you did not find the task procedures appropriate to your learning style.

One student explained that it was good to work in groups or in pairs, as he could discuss the answers with others and help each other organise ideas.

#### 7. Did you like the questions in this task?

	<b>Yes</b>	<b>No</b>
Group 5 (22)	22	0
Group 6 (26)	21	5
Total = 48	43	5
Percent =	89.6	10.4

#### 7.1 If you answered ‘NO’, explain the reason(s) why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=48)</b>	<b>Valid Percent</b>
▪ The questions were difficult.	2	4.1	40
▪ The questions did not cover the whole text.	1	2.1	20
▪ The questions were boring and too broad. This student also said, ‘I could copy sentences from the text to answer the questions, so the questions did not help enhance my comprehension’.	1	2.1	20
▪ Some questions did not identify the paragraph numbers, which would help us find the answers more easily.	1	2.1	20
Total responses	5	10.4	100

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 5 (22)	0	1	21
Group 6 (26)	5	0	21
Total = 48	5	1	42
Percent =	10.4	2.1	87.5

9. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5 (22)	1	0	0	4	14	2	1
Group 6 (26)	0	0	2	6	13	5	0
Total = 48	1	0	2	10	27	7	1
Percent=	2.1	0	4.2	20.8	56.2	14.6	2.1

9.1 Explain the reason(s) why you felt that way.

The only student who chose '0' explained that they did not have enough time to work in groups. The two students who chose '2' explained that they rarely talked to other members.

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 5 (22)	22	0
Group 6 (26)	22	4
Total = 48	44	4
Percent =	91.7	8.3

11. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student enjoyed working in groups.	12	25	30
▪ The student enjoyed practising skimming for the main idea.	10	20.8	25
▪ The text was close to the student's world experiences and easy to understand.	5	10.4	12.5
▪ Practising answering the questions was enjoyable.	5	10.4	12.5
▪ The task enabled the student to understand the text more easily.	5	10.4	12.5
▪ The questions were not difficult and were in a good order.	3	6.3	7.5

Total responses	40	83.3	100
Missing	8	16.7	
Total	48	100	

12. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The text was linguistically difficult.	7	14.6	41.2
▪ The classroom atmosphere was very silent. The student did not have the opportunity to talk with other students much (The responses were made by the students in Group 6 only).	4	8.3	23.5
▪ The text was too long.	4	8.3	23.5
▪ The time was limited.	2	4.2	11.8
Total responses	17	35.4	100
Missing	31	64.6	
Total	48	100	

### Task 9: Inferring the Writer's Implicit Ideas

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 5 (24)	0	0	1	8	14	0	1
Group 6 (26)	0	0	0	9	14	2	1
Total = 50	0	0	1	17	28	2	2
Percent=	0	0	2	34	56	4	4

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ Inferring the writer's implicit ideas helped the student become more skilful in reading.	20	40
	▪ The student was able to understand the text deeply after the completion of the task.	7	14
	▪ Although the statements provided were difficult, the student felt that he could draw inferences more fluently.	5	10
3	▪ The task enabled the student to understand the text better.	9	18
	▪ The student did not quite understand the instructions. They found the instructions unclear.	4	8
	▪ The text was difficult, so the student was not able to do well in this task.	2	4
	▪ The student did not clearly understand what	2	4

	inferences were and how they were different from the restatements.		
0-2	<ul style="list-style-type: none"> <li>The task did not improve the student's reading proficiency.</li> </ul>	1	2
Total		50	100

2. What did you learn from the task?

Students' written responses	N	Percent
<ul style="list-style-type: none"> <li>The student learnt how to infer the writer's implicit ideas.</li> </ul>	36	72
<ul style="list-style-type: none"> <li>The student learnt to analyse the text and the main idea.</li> </ul>	9	18
<ul style="list-style-type: none"> <li>The student learnt what explicit and implicit statements were.</li> </ul>	5	10
Total responses	50	100

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 5 (24)	0	0	4	13	5	2	0
Group 6 (26)	0	0	0	18	6	1	1
Total = 50	0	0	4	31	11	3	1
Percent=	0	0	8	62	22	6	2

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 5 (24)	0	24	0
Group 6 (26)	0	25	1
Total= 50	0	49	1
Percent =	0	98	2

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

The only student who found the task too linguistically difficult simply explained that it was difficult to infer.

5. Did you find the task content appropriate to your background knowledge?

	Yes	No
Group 5 (24)	24	0
Group 6 (26)	26	0
Total = 50	50	0
Percent =	100	0

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 5 (24)	7	17	0
Group 6 (26)	7	19	0
Total = 50	14	36	0
Percent =	28	72	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 5 (24)	3	0	21
Group 6 (26)	4	1	21
Total = 50	7	1	42
Percent =	14	2	84

8. How much did working in groups help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5 (24)	0	0	0	6	15	3	0
Group 6 (26)	0	0	0	4	17	5	0
Total = 50	0	0	0	10	32	8	0
Percent=	0	0	0	20	64	16	0

8.1 Explain the reason(s) why you felt that way.

When asked to explain the reasons why working in groups helped the students achieve the task outcomes, around 94 percent said that they had the opportunity to help each other think and brainstorm. They also helped each other exchange ideas and think of the best answers. The remaining students or six percent explained that as the text and the task were difficult, working and talking with others helped them understand the text and the task better. They became more confident with the answers.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 5 (24)	23	1
Group 6 (26)	23	3
Total = 50	46	4
Percent =	92	8

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The task enabled the student to infer and read better.	18	36	42.9
▪ The student enjoyed working in groups, since he could exchange ideas with others.	11	22	26.2
▪ The task was challenging and it could improve the student's reading and thinking ability.	7	14	16.7
▪ The task provided choices for the student to choose. That was the reason why he liked it.	3	6	7.1
▪ The student did not have to write the answers by himself. The teacher helped guided him through how to put ideas in sentences.	3	6	7.1
Total responses	42	84	100
Missing	8	16	
Total	50	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The task was confusing. The student did not clearly understand what he had to do in this task.	8	16	50
▪ The task was too linguistically difficult.	5	10	31.2
▪ The time was limited.	3	6	18.8
Total responses	16	32	100
Missing	34	68	
Total	50	100	

## Unit Five: *Cloning Isn't the Big Issue*

### Task 2: Relating Background Knowledge to the Text Topic

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (29)	0	0	6	8	5	10	0
Group 7 (14)	0	0	2	5	5	0	2
Total = 43	0	0	8	13	10	10	2
Percent=	0	0	18.6	30.2	23.3	23.3	4.6

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text more easily, since it built up his background knowledge.</li> </ul>	8	18.6
	<ul style="list-style-type: none"> <li>The task required the student to think critically about the opinions of the celebrities.</li> </ul>	7	16.2
	<ul style="list-style-type: none"> <li>The student had the opportunity to practise reading, as he had to understand the statements provided before being able to express ideas.</li> </ul>	4	9.3
	<ul style="list-style-type: none"> <li>The text was familiar to the student's background knowledge. Therefore, he was able to guess the meaning of some unknown words from context. One student wrote, 'The topic was interesting, controversial and familiar to my background knowledge. Although the vocabulary was difficult, I could understand the statements and answer the questions.'</li> </ul>	3	7
3	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text more easily.</li> </ul>	4	9.3
	<ul style="list-style-type: none"> <li>The task improved the student's thinking ability.</li> </ul>	3	7
	<ul style="list-style-type: none"> <li>The student did not have much to share in this discussion activity.</li> </ul>	3	7
	<ul style="list-style-type: none"> <li>The text topic was interesting.</li> </ul>	3	7
0-2	<ul style="list-style-type: none"> <li>The student did not read anything much in this task. He only employed his background knowledge and express ideas about the topics. He did not find this activity useful to his reading.</li> </ul>	3	7
	<ul style="list-style-type: none"> <li>The student had read the text about cloning before, so he did not think he learnt anything new in this task.</li> </ul>	3	7
	<ul style="list-style-type: none"> <li>The task was only about thinking but not reading.</li> </ul>	2	4.6
Total		43	100

2. What did you learn from the task?

Students' written responses	N	Percent
<ul style="list-style-type: none"> <li>The student gained more knowledge about genetic selection, cloning and IVF.</li> </ul>	21	48.8
<ul style="list-style-type: none"> <li>The student had the opportunity to practise his reading by analysing the statements provided.</li> </ul>	9	20.9
<ul style="list-style-type: none"> <li>The student learnt how to express ideas about the text topics.</li> </ul>	7	16.3
<ul style="list-style-type: none"> <li>The student learnt new words, particularly science-related topics.</li> </ul>	6	14
Total responses	43	100



3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very enjoyable</b>
Group 1 (29)	0	0	0	3	12	8	6
Group 7 (14)	0	0	1	6	5	1	1
Total = 43	0	0	1	9	17	9	7
Percent=	0	0	2.3	21	39.5	21	16.2

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (29)	0	29	0
Group 7 (14)	0	12	2
Total= 43	0	41	2
Percent =	0	93	7

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Two students from Group 7 complained that the vocabulary and sentence structures were difficult.

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	29	0
Group 7 (14)	13	1
Total = 43	42	1
Percent =	97.7	2.3

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

The student who answered 'No' for this question explained that nobody in his groups had equal background knowledge about the topic, so they came up with too many ideas about cloning. This made them confused, since they were not certain which one was correct. This student also felt that the task contained technical vocabulary.

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (29)	18	11	0
Group 7 (14)	5	9	0
Total = 43	23	20	0
Percent =	53.5	46.5	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (29)	0	0	29
Group 7 (14)	1	0	13
Total = 43	1	0	42
Percent =	2.3	0	97.7

8. How much did working in groups help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (29)	0	0	0	1	11	11	6
Group 7 (14)	0	0	1	2	8	3	0
Total = 43	0	0	1	3	19	14	6
Percent=	0	0	2.3	7	44.2	32.5	14

8.1 Explain the reason(s) why you felt that way.

There were two striking comments made by the students who chose '3' and '2' respectively. The former from Group 1 explained that he did not conduct the discussion in English both while working in groups and doing the whole class activity and he wanted to do so next time. The latter explained that sometimes he could not be himself when working in groups. He just followed what other students thought. This made him feel uncomfortable.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	29	0
Group 7 (14)	11	3
Total = 43	40	3
Percent =	93	7

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ The student enjoyed expressing and sharing ideas with friends.	34	79.1
▪ Discussing the controversial topic like cloning was enjoyable.	4	9.3
▪ The text topic was interesting as well as close to the student's background knowledge.	4	9.3
▪ The student learnt new vocabulary.	1	2.3
Total responses	43	100

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ It was difficult to discuss the topic related to ethical issues.	2	4.6	20
▪ It was boring when the teacher tried to get each group to answer the same question, since some answers were redundant.	2	4.6	20
▪ The time was limited.	2	4.6	20
▪ The class should have used English in a discussion activity instead of Thai. The student wanted to improve his listening skills.	2	4.6	20
▪ The student just disliked expressing and sharing ideas.	2	4.6	20
Total responses	10	23	100
Missing	33	77	
Total	43	100	

### Task 6: Asking and Answering Literal Questions and Reading Activity

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (28)	0	0	0	4	13	10	1
Group 7 (18)	0	0	0	4	12	2	0
Total = 46	0	0	0	8	25	12	1
Percent=	0	0	0	17.4	54.3	26.1	2.2

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ Reading paragraph by paragraph with guideline questions enabled the student to read the text more easily. One student wrote, 'I had a purpose in reading. I tried to ask myself questions and look for the answers in the text.'	23	50	52.3
	▪ The student had the opportunity to practise how to summarise what happened in each paragraph.	9	19.6	20.5
	▪ The text was difficult	4	8.7	9
3	▪ Reading paragraph by paragraph with guideline questions enabled the student to read the text more easily.	5	10.9	11.4
	▪ The text contained difficult vocabulary and complicated sentence structures.	3	6.5	6.8
Total responses		44	95.7	100
Missing		2	4.3	
Total		46	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt new vocabulary.	15	31.3	32.6
▪ The student learnt how to make use of the clues in the text to answer the questions.	11	22.9	23.9
▪ The student learnt how to summarise major supporting details of each paragraph.	9	18.7	19.6
▪ The student learnt how to read the text in detail to answer the questions.	9	18.7	19.6
▪ Reading paragraph by paragraph helped the students comprehend the text better.	2	4.2	4.3
Total responses	46	95.8	100
Missing	2	4.2	
Total	48	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (28)	0	0	1	11	13	3	0
Group 7 (18)	0	1	1	10	6	0	0
Total = 46	0	1	2	21	19	3	0
Percent=	0	2.2	4.3	46	41	6.5	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (28)	0	22	6
Group 7 (18)	0	13	5
Total= 46	0	35	11
Percent =	0	76	24

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

A total of 11 students criticised the task for its difficult vocabulary. They complained that the vocabulary in the text was too technical and medical.

5. Did you find the task content appropriate to your background knowledge?

	Yes	No
Group 1 (28)	24	4
Group 7 (18)	17	1
Total = 46	41	5
Percent =	89	11

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

Students' written responses	N	Percent	Valid Percent
▪ The text contained too many science-related words.	3	6.6	60
▪ The student did not have background knowledge about the text topic.	2	4.4	40
Total responses	5	11	100

6. How appropriate did you find the procedures of the task in terms of your learning style?

	Very appropriate	Ok	Not appropriate
Group 1 (28)	12	15	1
Group 7 (18)	2	15	1
Total = 46	14	30	2
Percent =	30.4	65.2	4.4

6.1 Explain the reason(s) why you did not find the task procedures appropriate to your learning style.

Two students from both groups who did not find the task procedures appropriate explained that the time was limited.

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	I would like to have more help from the teacher	I would like to have less help from the teacher	I think the amount of help is fine
Group 1 (28)	4	1	23
Group 7 (18)	4	0	14
Total = 46	8	1	37
Percent =	17.4	2.2	80.4

8. How much did working in groups help you achieve the task outcomes?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very much
Group 1 (28)	0	0	3	11	8	4	0
Group 7 (18)	0	0	2	1	14	3	0
Total = 46	0	0	5	12	22	7	0
Percent=	0	0	10.9	26.1	47.8	15.2	0

8.1 Explain the reason(s) why you felt that way.

Two students from Group 7 who chose '2' explained that they rarely talked to other members in their groups, as they felt that working in groups did not help them understand the text. Another three students who chose '2' said that they actually worked on this task as an individual work.

9. Were you given enough time to complete the task?

	Yes	No
Group 1 (28)	25	3
Group 7 (18)	13	5
Total = 46	38	8
Percent =	82.6	17.4

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student enjoyed the text content, since it was about today technology.	13	28.3	32.5
▪ The student liked the way the teacher guided them as how to deal with reading difficulties and to read the text.	9	19.6	22.5
▪ Guideline questions were useful to the student's text understanding. They provided him with clear purposes for reading.	8	17.4	20
▪ The student enjoyed working in groups.	5	10.8	12.5
▪ The student learnt new vocabulary.	5	10.8	12.5
Total responses	40	86.9	100
Missing	6	13.1	
Total	46	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student complained about the difficulty of vocabulary. One student explained that he felt very uncomfortable reading the text as it contained too many unknown words.	10	21.7	58.8
▪ The text was boring.	4	8.7	23.5
▪ The time was limited.	3	6.5	17.7
Total responses	17	36.9	100
Missing	29	63.1	
Total	46	100	

### Task 7: Intensive Reading

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (28)	0	0	0	7	15	6	0
Group 7 (8)	0	0	1	3	3	1	0
Total = 36	0	0	1	10	18	7	0
Percent=	0	0	3	28	50	19	0

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The task enabled the student to understand the text better.	12	33.3	34.3
	▪ The task enabled the student to check whether he had understood what he read or not.	6	16.6	17.1
	▪ The task enabled the student to find the evidence in the text to support his answers.	3	8.3	8.6
	▪ The task was difficult due to the unfamiliar vocabulary.	3	8.3	8.6
3	▪ The task enabled the student to understand the text better.	2	5.6	5.7
	▪ The vocabulary was difficult.	2	5.6	5.7
	▪ The task helped improve scanning rather than reading intensively.	2	5.6	5.7
	▪ The text was quite long.	2	5.6	5.7
	▪ The time was limited.	2	5.6	5.7
0-2	▪ The teacher did not instruct the student to practise reading the text independently much.	1	2.7	2.9
Total responses		35	97.2	100
Missing		1	2.8	
Total		36	100	

2. After completing the task, do you think you can understand the supporting details in the text?

	Yes	No
Group 1 (28)	24	4
Group 7 (8)	3	5
Total = 36	27	9
Percent	75	25

2.1 Explain the reason(s) why you did not think you can understand the supporting details in the text.

Students' written responses	N	Percent (N=36)	Valid Percent
▪ The text was so difficult that the student could not translate it.	4	11	44.5
▪ The teacher provided the student with support throughout the task, so he was not certain if he would be able to do it by himself.	2	5.6	22.2
▪ The text was too long and contained too much information.	2	5.6	22.2
▪ The student needed more practice in order to be able to read independently.	1	2.8	11.1
Total responses	9	25	100

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very enjoyable</b>
Group 1 (28)	0	0	1	15	11	1	0
Group 7 (8)	0	1	0	4	3	0	0
Total = 36	0	1	1	19	14	1	0
Percent=	0	2.8	2.8	52.8	38.8	2.8	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (28)	0	25	3
Group 7 (8)	0	8	0
Total= 36	0	33	3
Percent =	0	91.7	8.3

4.1 If you found the language ‘too difficult’, explain the reason(s) why you felt that way.

Two of three students who found the task difficult complained about the difficulty of vocabulary. The other said, ‘I felt confused when I read the text so I couldn’t find the answers.’

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	24	4
Group 7 (8)	8	0
Total = 36	32	4
Percent =	88.9	11.1

5.1 If you answered ‘NO’, explain the reason(s) why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=36)</b>	<b>Valid Percent</b>
▪ ‘I did not have background knowledge about sciences.’	1	2.8	25
▪ ‘Technical vocabulary prevented me from understanding the text.’	1	2.8	25
▪ ‘The text content was confusing.’	1	2.8	25
▪ ‘I don’t like reading something about sciences.’	1	2.8	25
Total responses	4	11.1	100



6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (28)	6	22	0
Group 7 (8)	2	6	0
Total = 36	8	28	0
Percent =	22.2	77.8	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (28)	4	1	23
Group 7 (8)	1	0	7
Total = 36	5	1	30
Percent =	13.9	2.8	83.3

8. How much did working in pairs help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (28)	0	0	2	8	15	3	0
Group 7 (8)	0	0	0	3	4	0	1
Total = 36	0	0	2	11	19	3	1
Percent=	0	0	5.7	31.4	51.4	8.6	2.9

8.1 Explain the reason(s) why you felt that way.

Two students who chose '2' explained that they did not work in pairs but individually for this task. One student who chose '3' suggested that working individually could stimulate him to think much more than working in pairs.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	19	9
Group 7 (8)	8	0
Total = 36	27	9
Percent =	75	25

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student found reading intensively and True, False and Not- Stated activity enjoyable.	14	38.9	48.3
▪ The task made the student think deeply.	8	22.2	27.6
▪ The teacher's was useful.	5	13.9	17.2

▪ The student enjoyed reading the text.	2	5.6	6.9
Total responses	29	80.6	100
Missing	7	19.4	
Total	36	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The text was too linguistically difficult (vocabulary and sentence structures)	11	30.6	47.8
▪ The task was difficult (true, false, and not-stated type of response format)	9	25	39.1
▪ The text content was too difficult to understand.	3	8.3	13.1
Total responses	23	63.9	100
Missing	13	36.1	
Total	36	100	

### Task 12: Critical Reading

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (28)	0	0	1	3	16	6	2
Group 7 (7)	0	0	1	2	3	0	1
Total = 35	0	0	2	5	19	6	3
Percent=	0	0	5.7	14.3	54.3	17.1	8.6

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>▪ The task enabled the student to understand the text better, since he had to fully understand the text in order to analyse the writer's opinions.</li> <li>▪ The student was able to think more critically.</li> <li>▪ The student became more aware of the writer's word choices. He became more sensitive about the implications underlying the choices of words.</li> <li>▪ The task enabled the student to think and to express ideas in sentences in English.</li> </ul>	14	40
3	<ul style="list-style-type: none"> <li>▪ The student was not able to do the task well, since the text was too linguistically difficult (vocabulary and sentence structures). He did not clearly understand the text.</li> <li>▪ The task instructions were not clear, so the student was not certain about what he was asked to do.</li> </ul>	3	8.6
0-2	▪ The student was not able to translate the text.	2	5.7
Total		35	100

2. What did you learn from the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ The student learnt how to read and think critically by looking at the writer's choices of words to see if the writer had positive or negative attitudes towards a particular issue.	25	71.4
▪ The student learnt how to extract the main points in the text.	7	20
▪ The student learnt new vocabulary.	3	8.6
<b>Total responses</b>	<b>35</b>	<b>100</b>

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very enjoyable</b>
Group 1 (28)	0	0	4	11	11	2	0
Group 7 (7)	0	0	2	2	2	1	0
<b>Total = 35</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>13</b>	<b>3</b>	<b>0</b>
<b>Percent=</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>37</b>	<b>37</b>	<b>9</b>	<b>0</b>

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (28)	0	19	9
Group 7 (7)	0	6	1
<b>Total= 35</b>	<b>0</b>	<b>25</b>	<b>10</b>
<b>Percent =</b>	<b>0</b>	<b>71.4</b>	<b>28.6</b>

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=35)</b>	<b>Valid Percent</b>
▪ The vocabulary and sentence structures were too difficult.	5	14.3	50
▪ The sentence structures were very complicated, preventing the student from understanding the text.	5	14.3	50
<b>Total responses</b>	<b>10</b>	<b>28.6</b>	<b>100</b>

5. Did you find the task content appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	20	8
Group 7 (7)	4	3
<b>Total = 35</b>	<b>24</b>	<b>11</b>
<b>Percent =</b>	<b>68.6</b>	<b>31.4</b>

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=35)</b>	<b>Valid Percent</b>
▪ The text content was too difficult to understand. The student did not have enough background knowledge about science.	5	14.2	45.4
▪ The task itself was too difficult and the student needed more explanation of how to write the answers in sentences.	3	8.6	27.3
▪ The vocabulary was too difficult	3	8.6	27.3
<b>Total responses</b>	<b>11</b>	<b>31.4</b>	<b>100</b>

6. How appropriate did you find the procedures of the task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 1 (28)	8	20	0
Group 7 (7)	2	5	0
<b>Total = 35</b>	<b>10</b>	<b>25</b>	<b>0</b>
<b>Percent =</b>	<b>28.6</b>	<b>71.4</b>	<b>0</b>

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (28)	12	0	16
Group 7 (7)	3	0	4
<b>Total = 35</b>	<b>15</b>	<b>0</b>	<b>20</b>
<b>Percent =</b>	<b>42.8</b>	<b>0</b>	<b>57.2</b>

8. How much did working in groups help you achieve the task outcomes?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (28)	0	0	1	1	9	12	5
Group 7 (7)	0	0	0	3	2	2	0
<b>Total = 35</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>11</b>	<b>14</b>	<b>5</b>
<b>Percent=</b>	<b>0</b>	<b>0</b>	<b>2.9</b>	<b>11.4</b>	<b>31.4</b>	<b>40</b>	<b>14.3</b>

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	22	6
Group 7 (7)	6	1
<b>Total = 35</b>	<b>28</b>	<b>7</b>
<b>Percent =</b>	<b>80</b>	<b>20</b>

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent (N=35)	Valid Percent
▪ Working in groups was enjoyable, since the student could help each other think and discuss things.	11	31.4	35.5
▪ The student liked a critical thinking type of tasks. He enjoyed analysing the writer's opinions by making use of the writer's word choices.	9	25.7	25.7
▪ The student emphasised that he learnt a new reading strategy.	5	14.3	14.3
▪ The task was challenging, since the student had to think deeply to achieve the task outcomes.	3	8.6	8.6
▪ The teacher's help was useful.	3	8.6	8.6
Total responses	31	88.6	100
Missing	4	11.4	
Total	35	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student found the vocabulary too difficult.	7	20	38.9
▪ The student had difficulties in expressing ideas in sentences in English.	5	14.2	27.8
▪ The teacher's explanation and instruction was not clear. So, the student needed an extra explanation from the teacher (Teacher A)	3	8.6	16.7
▪ The student did not understand the task purpose, so he did not understand what and why he had to do this task.	3	8.6	16.7
Total responses	18	51.4	100
Missing	17	48.6	
Total	35	100	

## Unit Six: *Get Out and Play!*

### Task 3: Outlining

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (31)	0	0	0	2	23	6	0
Group 3 (30)	0	0	0	6	17	6	1
Group 5 (21)	0	0	0	6	5	10	0
Total = 82	0	0	0	14	45	22	1
Percent=	0	0	0	17	54.9	26.9	1.2

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ Writing an outline helped the student understand the text better, since he could clearly see the main idea and supporting details of the whole text.	42	51.2	59.2
	▪ The text <i>Big in Taiwan</i> was not difficult.	10	12.2	14.1
	▪ The text <i>Big in Taiwan</i> was interesting.	8	9.7	11.3
3	▪ The task enabled the students to read and understand the text better.	5	6.1	7
	▪ The time was limited.	3	3.7	4.2
	▪ The student was not able to identify all the supporting details of the text.	3	3.7	4.2
Total responses		71	86.6	100
Missing		11	13.4	
Total		82	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt how to find the supporting details and to write them into an outline.	54	65.9	71.1
▪ The student learnt new vocabulary, such as 'obesity'.	9	11	11.8
▪ The student practised scanning for specific information.	7	8.5	9.2
▪ The student learnt the cause/effect relationships and understood how the ideas were connected to each other better after the completion of the task.	6	7.3	7.9
Total responses	76	92.7	100
Missing	6	7.3	
Total	82	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group 2 (31)	0	0	0	12	16	3	0
Group 3 (30)	0	0	0	10	16	3	1
Group 5 (21)	0	0	2	10	8	1	0
Total = 82	0	0	2	32	40	7	1
Percent=	0	0	2.5	39	48.8	8.5	1.2

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 2 (31)	0	31	0
Group 3 (30)	0	29	1
Group 5 (21)	0	20	1
Total=82	0	80	2
Percent	0	97.5	2.4

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Two students who found the language 'too difficult' complained about the difficulty of vocabulary like 'obesity' and 'fizzy'.

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	31	0
Group 3 (30)	29	1
Group 5 (21)	21	0
Total = 82	81	1
Percent =	98.8	1.2

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

The student who did not find the task content appropriate to his background knowledge did not provide any reasons. Another four students who answered 'Yes' for this question gave additional comments. They commented that the text was easy to understand and they could visualise it, relating the text to their background knowledge.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (31)	15	16	0
Group 3 (30)	15	15	0
Group 5 (21)	8	13	0
Total = 82	38	44	0
Percent	46.3	53.7	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (31)	0	0	31
Group 3 (30)	1	0	29
Group 5 (21)	1	0	20
Total = 82	2	0	80
Percent	2.4	0	97.6

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (31)	0	0	1	4	17	7	2
Group 3 (30)	0	0	0	4	18	4	4
Group 5 (21)	0	0	1	5	5	7	3
Total = 82	0	0	2	13	40	18	9
Percent	0	0	2.4	15.8	48.8	22	11

8.1 Explain the reason(s) why you felt that way.

Two students who chose '2' did not find group work helpful. One explained that he did not help each other think much in groups and the other from Group 5 felt that the time for the task was not enough for him to discuss the answers with others.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	31	0
Group 3 (30)	28	2
Group 5 (21)	18	3
Total = 82	77	5
Percent	93.9	6.1

10. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Working in groups was enjoyable.	31	37.8	42.5
▪ The text was easy to understand, since it was close to the student's background knowledge.	15	18.3	20.5
▪ Completing the outline provided was fun.	13	15.9	17.8
▪ The teacher's way of teaching was enjoyable (Teacher B).	5	6.1	6.8
▪ The vocabulary was not difficult	5	6.1	6.8



▪ The text <i>Big in Taiwan</i> was not too long.	4	4.9	5.5
Total responses	73	89	100
Missing	9	11	
Total	82	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student had difficulties in writing the answers in sentences. He explained that writing grammatically correct sentences was a stressful thing for him.	11	13.4	57.9
▪ The time was limited.	4	4.9	21.1
▪ The text was difficult, since it contained difficult words.	2	2.4	10.5
▪ The text was too long and contained too much information.	2	2.4	10.5
Total responses	19	23.1	100
Missing	63	76.9	
Total	82	100	

#### Task 4: Critical Reading

1. How much has the task met your learning needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 2 (30)	0	0	0	3	22	5	0
Group 3 (28)	0	0	1	5	20	2	0
Group 5 (21)	0	0	2	9	9	1	0
Total = 79	0	0	3	17	51	8	0
Percent=	0	0	3.8	21.5	64.6	10.1	0

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The student improved his ability to scan for specific information after the completion of the task.	19	24.1	25.7
	▪ The student was able to understand the text better.	14	17.7	18.9
	▪ The student learnt how to distinguish between opinions and facts.	11	13.9	14.9
	▪ The student had the opportunity to apply the strategies they had learnt in this task.	6	7.6	8.1
	▪ The text was close to the student's background knowledge and this made it more easily for him to understand it.	4	5.1	5.4

3	▪ The task enabled the student to scan for specific information more effectively.	8	10.1	10.8
	▪ The student did not find the task very necessary, though he found it a good practice.	6	7.6	8.1
	▪ The student was not able to find the evidence to support his answers.	3	3.8	4.1
0-2	▪ The time was limited;	2	2.5	2.7
	▪ It was difficult to compare the information between the two texts.	1	1.3	1.3
Total responses		74	93.7	100
Missing		5	6.3	
Total		79	100	

2. What did you learn from the task?

Students' written responses	N	Percent	Valid Percent
▪ The student learnt how to scan the text to find out who said the statements provided.	34	43.1	45.9
▪ The student learnt how to read critically.	25	31.6	33.8
▪ The student learnt how to distinguish between opinions and facts and justify whether the statements provided were reliable or not.	8	10.1	10.8
▪ The student learnt how to find the evidence from the text to support his answers.	7	8.9	9.5
Total responses	74	93.7	100
Missing	5	6.3	
Total	79	100	

3. How enjoyable did you find the task?

	0 Not at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very Enjoyable
Group 2 (30)	0	0	0	6	20	3	1
Group 3 (28)	0	0	0	7	17	3	1
Group 5 (21)	0	0	3	13	4	1	0
Total = 79	0	0	3	26	41	7	2
Percent=	0	0	3.8	32.9	51.9	8.9	2.5

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 2 (30)	0	30	0
Group 3 (28)	0	27	1
Group 5 (21)	0	21	0
Total=79	0	78	1
Percent	0	98.7	1.28

4.1 If you found the language ‘too difficult’, explain the reason(s) why you felt that way.

One student complained about the difficulty of vocabulary.

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (30)	30	0
Group 3 (28)	28	0
Group 5 (21)	21	0
Total = 79	79	0
Percent =	100	0

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (30)	12	18	0
Group 3 (28)	15	13	0
Group 5 (21)	7	14	0
Total = 79	34	45	0
Percent	43	57	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (30)	0	0	30
Group 3 (28)	1	0	27
Group 5 (21)	3	0	18
Total = 79	4	0	75
Percent	5.1	0	94.9

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (30)	0	0	0	4	19	4	3
Group 3 (28)	0	0	0	4	19	2	3
Group 5 (21)	0	0	0	8	8	3	2
Total = 79	0	0	0	16	46	9	8
Percent	0	0	0	20.3	58.2	11.4	10.1

9. Were you given enough time to complete the task?

	Yes	No
Group 2 (30)	30	0
Group 3 (28)	28	0
Group 5 (21)	18	3
Total = 79	76	3
Percent	96.2	3.8

10. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student enjoyed working in groups and helping each other find the answers from the text.	32	40.5	43.9
▪ The task was neither difficult nor easy.	17	21.5	23.3
▪ The task was enjoyable	7	8.9	9.6
▪ The student enjoyed scanning for people's names from the text.	7	8.9	9.6
▪ The teacher's help was useful.	5	6.3	6.8
▪ Distinguishing facts from opinions was fun.	5	6.3	6.8
Total responses	73	92.4	100
Missing	6	7.6	
Total	79	100	

11. Can you write one thing you did not like about the task?

Students' written responses	N	Percent	Valid Percent
▪ The student did not find the task much helpful to his reading.	5	6.3	45.4
▪ The time was limited.	3	3.8	27.3
▪ The student disliked finding the evidence to support his answers, since it was difficult.	3	3.8	27.3
Total responses	11	13.9	100
Missing	68	86.1	
Total	79	100	

### Task 8: Scanning for Specific Information

It is noted that Teacher B asked the students to prepare this task as homework. He went through the answers with the students in the following lesson in only ten minutes. As there were no classroom procedures with this task, the students in Teacher B's classes were not asked to complete the questionnaires.

1. How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 5	0	0	2	6	11	2	0
Total = 21	0	0	2	6	11	2	0
Percent=	0	0	9.5	28.6	52.4	9.5	0

1.1 Explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student had the opportunity to practise scanning the text when he compared similarities and differences between the two texts, <i>Big in Taiwan</i> and <i>Get Out and Play!</i></li> </ul>	9	42.9
	<ul style="list-style-type: none"> <li>The student was able to read faster.</li> </ul>	4	19
3	<ul style="list-style-type: none"> <li>The task was more difficult than the previous ones in this unit, since the second text <i>Get Out and Play!</i> was too long. Some of the students' comments are 'It's quite confusing when I tried to answer the questions because the text was very long' and 'I couldn't remember the points. I needed to read and reread the text.'</li> </ul>	3	14.3
	<ul style="list-style-type: none"> <li>The time was limited.</li> </ul>	2	9.5
	<ul style="list-style-type: none"> <li>The teacher's explanation was not enough.</li> </ul>	1	4.8
0-2	<ul style="list-style-type: none"> <li>The text <i>Get Out and Play!</i> contained too much information.</li> </ul>	2	9.5
Total		21	100

2. What did you learn from the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
<ul style="list-style-type: none"> <li>The student learnt how to find the similarities and differences between the two texts.</li> </ul>	12	57.1
<ul style="list-style-type: none"> <li>The student learnt how to scan the text for specific information.</li> </ul>	7	33.4
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	2	9.5
Total responses	21	100

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group 5	0	0	2	14	4	1	0
Total = 21	0	0	2	14	4	1	0
Percent=	0	0	9.5	66.7	19	4.8	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 5	0	19	2
Total=21	0	19	2
Percent	0	90.5	9.5

4.1 If you found the language 'too difficult', explain the reason(s) why you felt that way.

Two students who found the language 'too difficult' complained about the difficulty of the vocabulary and sentence structures.

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 5	18	3
Total = 21	18	3
Percent =	85.7	14.3

5.1 If you answered 'NO', explain the reason(s) why you did not find the task content appropriate to your background knowledge.

Three students who did not find the task content appropriate to their background knowledge explained that they did not have enough background knowledge to understand part of the text. One student said 'The text content was confusing'.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 5	4	17	0
Total = 21	4	17	0
Percent	19	81	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 5	2	0	19
Total = 21	2	0	19
Percent	9.5	0	90.5

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5	0	0	1	9	9	2	0
Total = 21	0	0	1	9	9	2	0
Percent	0	0	4.8	42.8	42.8	9.6	0

8.1 Explain the reason(s) why you felt that way.

The student who chose '2' explained that he did not gain the new knowledge from other group members much.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 5	17	4
Total = 21	17	4
Percent	81	19

10. Can you write one thing you like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ The student enjoyed working collaboratively and discussing things with friends.	11	52.4
▪ Comparing the two texts was enjoyable.	6	28.6
▪ The student liked practising reading for the main points. This was useful to his overall reading proficiency.	4	19
Total responses	21	100

11. Can you write one thing you did not like about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The teacher went through the answers too fast. The student had difficulties in following the teacher's explanation.	4	19	40
▪ The student complained that the space to fill in the answers was not enough.	3	14.3	30
▪ Some answers overlapped.	3	14.3	30
Total responses	10	47.6	100
Missing	11	52.4	
Total	21	100	

### Task 11: Intensive Reading

1. How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 2 (29)	0	0	0	3	18	7	1
Group 3 (30)	0	0	0	8	15	5	2
Group 5 (22)	0	0	0	12	7	3	0
Total = 81	0	0	0	23	40	15	3
Percent=	0	0	0	28.4	49.4	18.5	3.7

1.1 Explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
4-6	▪ The task enabled the student to read and understand the text in greater detail.	27	33.3	38.6
	▪ The student was able to understand the main points faster.	15	18.5	21.4
	▪ The student learnt new vocabulary.	5	6.2	7.1
	▪ The previous tasks enabled the student to work on this task more easily.	3	3.7	4.3
3	▪ The task enabled the student to understand the text better.	13	16	18.6
	▪ The student did not fully understand the text, since there were some difficult words and complicated sentence structures. One student said, 'The text and the task were quite difficult'.	7	8.6	10
Total responses		70	86.3	100
Missing		11	13.7	
Total		81	100	

2. What did you learn from the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student learnt how to scan for the answers, to analyse the questions and to answer them.	33	40.7	43.4
▪ The student learnt how to read in detail to get the best answers.	15	18.5	19.8
▪ The student learnt new vocabulary.	10	12.4	13.2
▪ The student learnt how to find the main idea of the text and to understand what the writer wanted to tell the readers.	6	7.4	7.9
▪ The student learnt how to express ideas in correct sentences in English.	6	7.4	7.9
▪ The student learnt how to translate the text more effectively.	3	3.7	3.9
▪ The student learnt some new techniques useful for	3	3.7	3.9



the coming exams.			
Total responses	76	93.8	100
Missing	5	6.2	
Total	81	100	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group 2 (29)	0	0	0	12	13	3	1
Group 3 (30)	0	0	0	18	12	0	0
Group 5 (22)	0	0	1	14	6	1	0
Total = 81	0	0	1	44	31	4	1
Percent=	0	0	1.2	54.3	38.3	5	1.2

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 2 (29)	0	28	1
Group 3 (30)	0	26	4
Group 5 (22)	0	20	2
Total=81	0	74	7
Percent	0	91.4	8.6

4.1 If you found the language ‘too difficult’, explain the reason(s) why you felt that way.

<b>Student’s written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The vocabulary and expressions were difficult.	3	3.6	42.8
▪ The choices provided were quite similar, so it was difficult for the student to select the correct answer.	2	2.5	28.6
▪ It was difficult for the student to write the answers in correct sentences in English.	2	2.5	28.6
Total responses	7	8.6	100

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (29)	29	0
Group 3 (30)	29	1
Group 5 (22)	21	1
Total = 81	79	2
Percent =	97.5	2.5

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

Two students who found the task content inappropriate did not comment on the task content but on the language difficulty. They found the vocabulary in the text too difficult.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (29)	13	16	0
Group 3 (30)	8	22	0
Group 5 (22)	7	15	0
Total = 81	28	53	0
Percent	34.6	65.4	0

7. Did you like the questions in the task?

	<b>Yes</b>	<b>No</b>
Group 2 (29)	28	1
Group 3 (30)	30	0
Group 3 (22)	20	2
Total = 81	78	3
Percent	96.3	3.7

7.1 If you answered 'NO', explain the reason(s) why you did not like the questions in the task.

Three students who chose 'No' provided their reasons as follows: 'I did not understand some questions', 'I didn't like multiple choice questions' and 'The questions and answers in some items overlapped.'

8. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (29)	1	1	27
Group 3 (30)	3	0	27
Group 5 (22)	1	0	21
Total = 81	5	1	75
Percent	6.2	1.2	92.6

9. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (29)	0	0	0	2	15	8	4
Group 3 (30)	0	0	0	11	14	5	0
Group 5 (22)	0	0	0	7	8	5	2
Total = 81	0	0	0	20	37	18	6
Percent	0	0	0	24.7	45.7	22.2	7.4

10. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 2 (29)	29	0
Group 3 (30)	29	1
Group 5 (22)	16	6
Total = 81	74	7
Percent	91.4	8.6

11. Can you write one thing you liked about the task?

<b>Student's written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Working in groups was enjoyable.	26	32.1	37.7
▪ The task improved the student's reading proficiency.	21	25.9	30.3
▪ The student had the opportunity to practise expressing ideas in sentences in his own words.	11	13.6	15.9
▪ There was a variety of question types, multiple-choice and open-ended questions.	6	7.4	8.7
▪ The student learnt new vocabulary.	5	6.2	7.4
Total responses	69	85.2	100
Missing	12	14.8	
Total	81	100	

12. Can you write one thing you did not like about the task?

<b>Student's written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student disliked the open-ended questions, since he did not know how to express ideas in sentences in English.	5	6.2	35.7
▪ The vocabulary was difficult	5	6.2	35.7
▪ The text <i>Get Out and Play!</i> was too long.	4	4.9	28.6
Total responses	14	17.3	100
Missing	67	82.7	
Total	81	100	

### Task 13: Inferring the Writer's Implicit Ideas

1. How much has the task met your learning needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 2 (29)	0	0	0	4	18	6	1
Group 3 (30)	0	0	0	7	19	3	1
Group 5 (23)	0	0	0	11	10	2	0
Total = 82	0	0	0	22	47	11	2
Percent=	0	0	0	26.9	57.3	13.4	2.4

1.1 Explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student had the opportunity to practise inferring the writer's implicit ideas. He felt that he could draw inferences more effectively.</li> </ul>	25	30.5	31.6
	<ul style="list-style-type: none"> <li>The task enabled the student to understand the text better.</li> </ul>	14	17.1	17.7
	<ul style="list-style-type: none"> <li>The task enhanced the student's ability to think deeply about the text.</li> </ul>	12	14.6	15.2
	<ul style="list-style-type: none"> <li>The student found inferring the writer's implicit ideas very useful to his future reading.</li> </ul>	9	11	11.4
3	<ul style="list-style-type: none"> <li>The task enabled the student to infer the writer's implicit ideas better.</li> </ul>	11	13.4	14
	<ul style="list-style-type: none"> <li>The task developed the student's ability to think.</li> </ul>	5	6.1	6.3
	<ul style="list-style-type: none"> <li>The student had difficulties in inferring the writer's implicit ideas. He could not infer what the writer wanted to tell the reader and found it difficult.</li> </ul>	3	3.7	3.8
Total responses		79	96.4	100
Missing		3	3.6	
Total		82	100	

2. What did you learn from the task?

<b>Student's written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
<ul style="list-style-type: none"> <li>The student learnt how to infer the writer's implicit ideas.</li> </ul>	53	64.6	67.1
<ul style="list-style-type: none"> <li>The student learnt how to express ideas in sentences in English.</li> </ul>	17	20.7	21.5
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	9	11	11.4
Total responses	79	96.3	100
Missing	3	3.7	
Total	82	100	

3. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very enjoyable</b>	<b>3</b>	<b>4 Enjoyable</b>	<b>5</b>	<b>6 Very Enjoyable</b>
Group2 (29)	0	0	0	14	11	4	0
Group 3 (30)	0	0	0	15	14	1	0
Group 5 (23)	0	0	4	14	4	1	0
Total = 82	0	0	4	43	29	6	0
Percent=	0	0	4.9	52.4	35.4	7.3	0

4. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the task and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 2 (29)	0	27	2
Group 3 (30)	0	28	2
Group 5 (23)	0	20	3
Total=82	0	75	7
Percent	0	91.5	8.5

4.1 If you found the language too difficult, explain the reason(s) why you felt that way.

<b>Student's written responses</b>	<b>N</b>	<b>Percent (N=82)</b>	<b>Valid Percent</b>
▪ The vocabulary was difficult.	4	4.9	57.1
▪ It was difficult write the answers in sentences.	2	2.4	28.6
▪ It was difficult to infer the writer's implicit ideas.	1	1.2	14.3
Total responses	7	8.5	100

5. Did you find the task content (subject matter) appropriate to your background knowledge?

	<b>Yes</b>	<b>No</b>
Group 2 (29)	27	2
Group 3 (30)	30	0
Group 5 (23)	21	2
Total = 82	78	4
Percent =	95.1	4.9

5.1 If you answered 'NO', explain the reason(s) why you felt that way.

Three of four students who found the task content inappropriate complained about the language difficulty. They found the vocabulary too difficult and sentences too long. The other student commented that it was difficult to express ideas in sentences in English.

6. How appropriate did you find the procedures of this task in terms of your learning style?

	<b>Very appropriate</b>	<b>Ok</b>	<b>Not appropriate</b>
Group 2 (29)	12	17	0
Group 3 (30)	12	18	0
Group 5 (23)	7	16	0
Total = 82	31	51	0
Percent	37.8	62.2	0

7. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 2 (29)	1	0	28
Group 3 (30)	4	0	26
Group 5 (23)	2	0	21
Total = 82	7	0	75
Percent	8.5	0	91.5

8. How much did working in groups help you achieve the task outcome(s)?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (29)	0	0	2	6	15	3	3
Group 3 (30)	0	0	0	7	18	5	0
Group 5 (23)	0	0	0	9	9	4	1
Total = 82	0	0	2	22	42	12	4
Percent	0	0	2.5	26.8	51.2	14.6	4.9

8.1 Explain the reason(s) why you felt that way.

Two students who chose '2' explained that they did not receive satisfactory help from their friends while working in groups.

9. Were you given enough time to complete the task?

	<b>Yes</b>	<b>No</b>
Group 2 (29)	29	0
Group 3 (30)	30	0
Group 5 (23)	21	2
Total = 82	80	2
Percent	97.6	2.4

10. Can you write one thing you liked about the task?

<b>Student's written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student found working in groups enjoyable.	22	26.8	30.1
▪ Inferring the writer's implicit ideas was useful.	18	22	24.7
▪ The student had the opportunity to practise writing the answers in sentences.	15	18.3	20.5
▪ The teacher provided useful feedback on the student's answers.	11	13.4	15.1
▪ The text content was familiar to the student's background knowledge.	7	8.5	9.6
Total responses	73	89	100
Missing	9	11	
Total	82	100	

11. Can you write one thing you did not like about the task?

<b>Student's written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The student had difficulties in writing grammatically correct answers. One student emphasised, 'I could not write in English.'	8	9.8	44.4
▪ It was difficult to draw inferences about the excerpts provided.	5	6.1	27.8
▪ The vocabulary was difficult. This impeded the student in drawing inferences.	5	6.1	27.8
Total responses	18	22	100
Missing	64	78	
Total	82	100	

## **Appendix 16**

Summary of end-of-unit questionnaires: The first cycle



## Summary of the End-of-Unit Questionnaires: The First Cycle

### Unit One: *Movie Makers at Crossroads*

#### A) The text

1. How enjoyable did you find the text *Movie Makers at Crossroads*?

	0 Not enjoyable at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (28)	0	0	1	11	14	2	0
Group 2 (30)	0	0	4	10	13	2	1
Group 3 (27)	1	1	1	11	11	2	0
Group 4 (20)	0	0	0	8	8	3	1
Group 5 (26)	2	1	7	5	11	0	0
Total= 131	3	2	13	45	57	9	2
Percent	2.3	1.5	10	34.3	43.5	6.9	1.5

1.1 Explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	▪ The text was interesting and enjoyable, because it was about movies.	33	25.2
	▪ The text was close to the student's background knowledge, so he found it interesting.	19	14.5
	▪ The text was easy to read and understand.	6	4.6
	▪ The text was up-to-date.	6	4.6
	▪ The text was not boring because it was about movies, but the vocabulary was quite difficult.	2	1.5
	▪ The text was suitable to the student's age.	1	0.8
	▪ The teacher was very kind, so the student did not find reading a stressful activity.	1	0.8
3	▪ The text was enjoyable.	14	10.7
	▪ The text was neither interesting nor exciting because it was about the movie business.	12	9.1
	▪ The text was too long.	9	6.9
	▪ The text was about Chinese movies which the student was not interested in.	4	3.1
	▪ The text was far from the student's personal experiences.	3	2.3
	▪ The text contained some difficult vocabulary, so it was not enjoyable.	3	2.3
0-2	▪ The text was not interesting because it was not related to the student's background knowledge.	7	5.3
	▪ The language in the text was difficult.	6	4.6
	▪ The student has never seen the movies described in the text, so he did not fully understand it.	3	2.3
	▪ The text was mainly about Chinese movies which the	2	2.3

	student did not like watching.		
Total		131	100

2. How did you find the text length?

	Too long	OK	Too short
Group 1 (28)	7	21	0
Group 2 (30)	7	23	0
Group 3 (27)	12	15	0
Group 4 (20)	10	10	0
Group 5 (26)	13	13	0
Total = 131	49	82	0
Percent	37.4	62.6	0

3. How did you find the text difficulty?

	Too difficult	Appropriate	Too easy
Group 1 (28)	5	23	0
Group 2 (30)	3	27	0
Group 3 (27)	3	24	0
Group 4 (20)	2	18	0
Group 5 (26)	3	23	0
Total = 131	16	115	0
Percent	12.2	87.8	0

3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

Students' written responses	Frequency	Percent (N=131)	Valid Percent
▪ Difficult vocabulary. One student said, 'I felt discouraged to read the text and bored because it's too difficult!'	14	10.7	70
▪ Complicated sentence structures	4	3.1	20
▪ The student's unfamiliarity with the text topic	1	0.8	5
▪ The student's lack of thinking skills	1	0.8	5
Total responses	20	15.4	100

\*It is noted that there were four students providing two reasons.

#### B) Learners' interest

4. Did the unit have an attractive appearance (visual, layout, and print)?

	Yes	No
Group 1 (28)	13	15
Group 2 (30)	16	14
Group 3 (27)	12	15
Group 4 (20)	14	6
Group 5 (26)	11	15
Total = 131	66	65
Percent	50.4	49.6

4.1 If you answered 'NO', what changes would you like to make to the unit appearance?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=131)</b>	<b>Valid Percent</b>
▪ Good-quality illustrations in colour	26	19.8	53.1
▪ More illustrations	17	13	34.7
▪ Less dense print	6	4.6	12.2
Total responses	49	37.4	100

5. To what extent did the tasks in the unit appeal to you?

	<b>0 Not at all appealing</b>	<b>1</b>	<b>2 Not very appealing</b>	<b>3</b>	<b>4 Appealing</b>	<b>5</b>	<b>6 Very appealing</b>
Group 1 (28)	0	0	0	6	17	5	0
Group 2 (30)	0	0	0	8	17	5	0
Group 3 (27)	0	0	3	8	13	3	0
Group 4 (20)	0	0	2	5	9	3	1
Group 5 (26)	0	2	5	9	9	1	0
Total= 131	0	2	10	36	65	17	1
Percent	0	1.5	7.6	27.5	49.6	13	0.8

6. Which of the tasks in the unit did you find the most interesting? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 9.1: Identifying the Topic Sentence and Topic/ The task enabled the student to summarise the main points of each paragraph. This strategy was useful to the exams.	41	31.3	31.8
▪ Task 3.1: Guessing Meaning of Unknown Words from Context/ The task was fun and very useful. The student could practise guessing the meaning of unknown words without using a dictionary.	31	23.7	24
▪ Task 8.1: Fill in the Gap Activity/ The task was fun and it enabled the student to understand the text better because he needed to fully understand the text and the vocabulary in order to achieve the task outcomes.	18	13.7	14
▪ Task 10: Understanding References/ The task was quite easy and this strategy could help the student understand the text better.	15	11.5	11.6
▪ Task 1: Predicting What the Text will be About from the Title and Lead-in/ The task was easy and the student could practise thinking and predicting the text content before reading the text.	12	9.2	9.3
▪ Task 7: Completing a Diagram/ The task helped the student summarise what he had read in an organised way.	7	5.3	5.4

▪ Task 11: Inferring the Writer's Implicit Ideas/ The task helped improve the student's reading proficiency and facilitated his text understanding.	5	3.8	3.9
Total responses	129	98.5	100
Missing	2	1.5	
Total	131	100	

7. Which of the tasks in the unit did you find the least interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 7: Completing a Diagram/The task was too difficult and confusing. The student did not know how to do the task and understand the diagram.	31	23.7	26.1
▪ Task 9.1: Identifying the Topic Sentence and Topic/ It was difficult to find the topic sentence and the student did not know how to change the topic sentence to the topic. One student said, 'I don't understand why we have to think of the topic. My grammar is poor, so it's difficult for me to think of the correct topic'.	23	17.6	19.3
▪ The student felt that all the tasks were equally interesting and important.	16	12.2	13.4
▪ Task 1: Predicting What the Text will be About from the Title and Lead-in/The student could not tell what the text would be about just from the title and lead-in.	13	9.9	10.9
▪ Task 11: Inferring the Writer's Implicit Ideas/The task was difficult and the instructions for item 3 were not clear.	12	9.1	10.1
▪ Task 8.1: Fill in the Gap Activity/The task was difficult.	8	6.1	6.7
▪ Task 5.1: Completing a Diagram/The student did not understand what he had to put in the blanks.	6	4.6	5.1
▪ Task 3: Guessing Meaning of Unknown Words from Context/The student knew a limited amount of vocabulary.	5	3.8	4.2
▪ Task 4: Skimming/The time was not enough for the student to skim because the text was too long.	5	3.8	4.2
Total responses	119	90.8	100
Missing	12	9.2	
Total	131	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course?

Generally, the students in all groups shared the similar answer. They said they had expected to learn and improve all necessary reading strategies from this reading course. The strategies should enable them to understand the main idea of the text, to read faster, to guess meaning of unknown words from context, to increase their vocabulary knowledge and to build up their thinking skills.

9. To what extent have the reading strategies in the unit served your learning needs?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (28)	0	0	0	10	15	3	0
Group 2 (30)	0	0	0	7	18	5	0
Group 3 (27)	0	0	0	9	13	4	1
Group 4 (20)	0	0	0	5	11	3	1
Group 5 (26)	0	0	3	11	9	3	0
Total= 131	0	0	3	42	66	18	2
Percent	0	0	2.3	32.1	50.4	10.7	1.5

10. Which strategy did you find the most helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Guessing meaning of unknown words from context/This strategy enabled the student to guess meaning of unknown words without using a dictionary. The student could spend less time in making sense of the text.	39	29.8	30.2
▪ Identifying the topic sentence and topic/This strategy could facilitate the student's text understanding. He felt that this strategy was important, as it could be applicable to his daily life.	30	22.9	23.3
▪ Skimming for the main idea/The student said skimming enabled him to grasp the main idea of the text faster.	22	16.8	17
▪ Predicting what the text will be about from the title and lead-in/The student could rely on his background knowledge to help him predict what the text would be about.	13	9.9	10.1
▪ Inferring the writer's implicit ideas/Understanding the writer's hidden messages helped the student understand the text better.	11	8.4	8.5
▪ Understanding references/The student could understand the text better if he knew what referents in the text referred to.	9	6.9	7
▪ All strategies were equally important and contributed to the student's text understanding.	5	3.8	3.9
Total responses	129	98.5	100
Missing	2	1.5	
Total	131	100	

11. Did you find any strategy unnecessary?

	Yes	No
Group 1 (28)	1	27
Group 2 (30)	0	30
Group 3 (27)	0	27
Group 4 (20)	2	18
Group 5 (26)	0	26
Total = 131	3	128
Percent	2.3	97.7

11.1 If you answered 'YES', please state the reason(s) why you felt that way.

Two students explained that speaking skills were unrelated to reading and another commented that Task 11: Inferring the Writer's Implicit Ideas was not important and the purpose of the task was also unclear.

12. Is there any reading strategy you would like to add to the unit? If yes, what would you like to add?

Students' written responses	N	Percent	Valid Percent
▪ Studying vocabulary/The student was not familiar with a number of words in the text and wanted to study them in greater detail.	2	1.5	33.3
▪ Reading newspapers/advertisements.	2	1.5	33.3
▪ Adding more items to Task 11: Inferring the Writer's Implicit Ideas.	1	0.8	16.7
▪ Speaking and pronunciation skills	1	0.8	16.7
Total responses	6	4.6	100
Missing	125	95.4	
Total	131	100	

#### D) Tasks

13. Which task did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 9.1: Identifying the Topic Sentence and Topic/ The task enabled the student to understand the text better and provided him with opportunities to practise extracting the main idea of the text.	37	28.2	33.6
▪ Task 3.1: Guessing Meaning of Unknown Words from Context/The student had the opportunity to practise guessing the meaning of unknown words from context by making use of his background knowledge and context clues. This enabled him to read the text without getting stuck with the meaning of difficult words and to understand the text better.	35	26.7	31.8

▪ Task 8.1: Fill in the Gap Activity/The student had the opportunity to practise using the vocabulary he had seen in the text. He had a clearer idea about what mainly happened in the text after the completion of the task.	10	7.6	9.1
▪ Task 4: Skimming for the main idea/The task helped the student understand what the text was mainly about.	10	7.6	9.1
▪ All the tasks in the unit were equally important and well-connected.	9	6.9	8.2
▪ Task 11: Inferring the Writer's Implicit Ideas/The student could understand the text and the writer's ideas better after the completion of the task.	5	3.8	4.6
▪ Task 10: Understanding references/This task was very useful.	4	3.1	3.6
<b>Total responses</b>	<b>110</b>	<b>83.9</b>	<b>100</b>
Missing	21	16.1	
<b>Total</b>	<b>131</b>	<b>100</b>	

#### **Additional comments:**

One student suggested that the teacher should ask students to prepare the text as homework and in the following class the teacher should read the text with the whole class by asking and answering questions about the text together with students. This could help them cope with the tasks better.

Another student said working in groups and helping each other translate the text helped them fully understand the text.

14. Which task did you find the least helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 1: Predicting What the Text will be about from the Title and Lead-in/The task did not help improve the student's reading proficiency, as it was only about predicting.	12	9.2	44.5
▪ Task 7: Completing a Diagram/The task was not useful and focused too much on details.	6	4.6	22.2
▪ Task 4.1: Skimming (Follow-up Questions)/The task was too easy.	5	3.8	18.5
▪ Task 8.1: Fill in the Gap Activity/The student found it too difficult and needed the teacher's help to achieve the task outcomes.	4	3.1	14.8
<b>Total responses</b>	<b>27</b>	<b>20.7</b>	<b>100</b>
Missing	104	79.3	
<b>Total</b>	<b>131</b>	<b>100</b>	

15. Did you find any tasks particularly difficult?

	Yes	No
Group 1 = 28	18	10
Group 2 = 30	4	26
Group 3 = 27	8	19
Group 4 = 20	5	15
Group 5 = 26	10	16
Total = 131	45	86
Percent	34.4	65.6

15.1 If you answered 'YES', which ones did you find particularly difficult?

Tasks	N	Percent (N=131)	Valid Percent
▪ Task 11: Inferring the Writer's Implicit Ideas	15	11.5	33.3
▪ Task 9.1: Identifying the Topic Sentence and Topic	8	6.1	17.8
▪ Task 7: Completing a Diagram	8	6.1	17.8
▪ Task 3: Guessing Meaning of Unknown Words from Context	5	3.8	11.1
▪ Task 8.1: Fill in the Gap Activity	5	3.8	11.1
▪ Task 4: Skimming	4	3.1	8.9
Total responses	45	34.4	100

#### Additional comments:

One student wrote, 'It's difficult to answer the questions in English because I use only Thai in daily life'.

#### E) Types of Activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

Students' written responses	N	Percent	Valid Percent
▪ Small group work/The student could exchange ideas and help each other think and complete the task. Working in groups enabled him to complete the task faster and it was enjoyable.	92	70.2	74.2
▪ Whole class activities/Working together as whole-class activity did not waste time because the teacher could give help and feedback and the student could contribute to the task at the same time.	14	10.7	11.3
▪ Pair work/It was easier and more comfortable to work in pairs than with many people. The student also had more participation when working with his partner.	12	9.2	9.7
▪ Individual work/The student did not get used to working in groups or in pairs. He could concentrate more on his	6	4.6	4.8



work if he worked independently. He could complete his work faster because he did not have to wait for other people's ideas.			
Total responses	124	94.7	100
Missing	7	5.3	
Total	131	100	

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	27	1
Group 2 (30)	30	0
Group 3 (27)	26	1
Group 4 (20)	20	0
Group 5 (26)	25	1
Total = 131	128	3
Percent	97.7	2.3

17.1 If you answered 'NO', what changes would you like to make?

- More small group work activities (1)
- More pair work activities (1)
- More individual work (small group work took a lot of time) (1)

18. Did the unit provide a right amount of whole class activities?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	26	2
Group 2 (30)	29	1
Group 3 (27)	26	1
Group 4 (20)	20	0
Group 5 (26)	25	1
Total = 131	126	5
Percent	96.2	3.8

18.1 If you answered 'NO', what changes would you like to make?

- More whole class activities (3)

#### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (28)	0	0	0	9	14	4	1
Group2 (30)	0	0	0	5	21	3	1
Group3 (27)	0	0	0	6	18	1	2
Group4 (20)	0	0	0	3	10	7	0

Group5 (26)	0	0	0	8	13	5	0
Total= 131	0	0	0	31	76	20	4
Percent	0	0	0	23.7	58	15.3	3

20. Did you like the sequence of the tasks in the unit?

	Yes	No
Group 1 (28)	26	2
Group 2 (30)	29	1
Group 3 (27)	27	0
Group 4 (20)	20	0
Group 5 (26)	26	0
Total = 131	128	3
Percent	97.7	2.3

20.1 If you answered 'NO', what changes would you like to make to the task sequence?

- 'Task 9.1 should have come before Task 8.1 because Task 9.1 could help understand the text better. If I had completed Task 9.1 first, I thought I would have been able to cope with Task 8.1 better' (1)
- 'The sequence of the tasks should start from Skimming, Guessing Meaning of Unknown Words, Identifying the Topic Sentence, and end with Fill in the Gap Activity' (1)

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	0 Not at all	1	2 Not very appropriate	3	4 Appropriate	5	6 Very appropriate
Group 1 (28)	0	0	4	9	12	3	0
Group 2 (30)	0	0	0	8	17	4	1
Group 3 (27)	0	0	0	10	13	3	1
Group 4 (20)	0	0	1	9	8	2	0
Group 5 (26)	0	1	6	11	6	2	0
Total= 131	0	1	11	47	56	14	2
Percent	0	0.8	8.4	35.9	42.7	10.7	1.5

### 21.1 Why did you feel that way?

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The time was appropriate. It was suitable to spend four teaching periods on the unit.</li> </ul>	51	38.9	51.5
3	<ul style="list-style-type: none"> <li>The student did not have enough time to complete some tasks like Guessing Meaning of Unknown Words from Context due to the task difficulty.</li> </ul>	16	12.2	16.2
	<ul style="list-style-type: none"> <li>The time was OK.</li> </ul>	15	11.5	15.1
	<ul style="list-style-type: none"> <li>The student did not have enough time to work on some tasks and felt that the teacher spent too much time on others.</li> </ul>	6	4.6	6.1
0-2	<ul style="list-style-type: none"> <li>The student did not have enough time to work on some tasks because the tasks and the text were difficult.</li> </ul>	11	8.4	11.1
Total responses		99	75.6	100
Missing		32	24.4	
Total		131	100	

### G) Strengths and weaknesses of the unit

#### 22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The tasks helped improve reading proficiency.</li> </ul>	21	16	21.2
<ul style="list-style-type: none"> <li>There was a variety of tasks and strategies. The student did not get bored due to the variety of tasks.</li> </ul>	19	14.5	19.2
<ul style="list-style-type: none"> <li>The text was interesting.</li> </ul>	17	13	17.2
<ul style="list-style-type: none"> <li>The sequence of the tasks built up the student's ability to understand the text. They were ranged from the easiest to the most difficult.</li> </ul>	15	11.5	15.1
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	15	11.5	15.1
<ul style="list-style-type: none"> <li>The text was not too difficult/the level of text difficulty was suitable.</li> </ul>	5	3.8	5.1
<ul style="list-style-type: none"> <li>The text and tasks were helpful.</li> </ul>	5	3.8	5.1
<ul style="list-style-type: none"> <li>The tasks were interesting.</li> </ul>	2	1.5	2
Total responses	99	75.6	100
Missing	32	24.4	
Total	131	100	

23. What were particular weaknesses of the unit?

Students' written responses	N	Percent	Valid Percent
▪ The unit's appearance was not attractive. There were not many illustrations and the print was dense.	21	16	31.8
▪ The text was not interesting.	15	11.5	22.7
▪ The text was too long. One student commented, 'The text was too long. I did not want to read it.'	10	7.6	15.2
▪ The vocabulary was difficult.	6	4.6	9.1
▪ There were too many tasks.	3	2.3	4.6
▪ Some tasks were too difficult.	3	2.3	4.6
▪ Some tasks contained an unclear explanation such as Task 9: Identifying the Topic Sentence and Topic.	2	1.5	3
▪ All tasks in the unit focused on the same text. The student felt he could remember the text and did not have to think much when answering the questions.	2	1.5	3
▪ The presentation of the text should not be in columns.	2	1.5	3
▪ The text was difficult because the student had never seen Chinese movies.	1	0.8	1.5
▪ The text contained too much information.	1	0.8	1.5
Total responses	66	50.4	100
Missing	65	49.6	
Total	131	100	

## Unit Two: *Asia Wings It When It Comes to Bird Flu*

### A) The text

1. How enjoyable did you find the text *Asia Wings It When It Comes to Bird Flu*?

	0 Not enjoyable at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (28)	0	0	4	8	14	2	0
Group 5 (27)	0	1	7	12	6	1	0
Total= 55	0	1	11	20	20	3	0
Percent	0	1.8	20	36.4	36.4	5.4	0

1.1 Please state the reasons for your choice.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	▪ The text content was related to up-to-date news and close to the student's background knowledge.	19	34.6
	▪ The student learnt more about bird flu and new vocabulary.	4	7.3
3	▪ The text was difficult.	7	12.7
	▪ The text was about news and sounded academic.	4	7.3
	▪ The text was interesting and close to the student's background knowledge.	3	5.5
	▪ The student already read the news about bird flu.	2	3.6
	▪ The text was too long.	2	3.6
	▪ The text was not much interesting.	2	3.6
0-2	▪ The text and vocabulary was difficult.	4	7.3
	▪ The text content was stressful and not enjoyable because the topic was medical-oriented.	4	7.3
	▪ The text was not interesting.	2	3.6
	▪ The text was too long.	1	1.8
	▪ The text was out-of-date, and it was about terrible news.	1	1.8
<b>Total responses</b>		<b>55</b>	<b>100</b>

2. How did you find the text length?

	<b>Too long</b>	<b>OK</b>	<b>Too short</b>
Group 1 (28)	10	18	0
Group 5 (27)	6	21	0
<b>Total = 55</b>	<b>16</b>	<b>39</b>	<b>0</b>
<b>Percent</b>	<b>29</b>	<b>71</b>	<b>0</b>

3. How did you find the text difficulty?

	<b>Too difficult</b>	<b>Appropriate</b>	<b>Too easy</b>
Group 1 (28)	3	25	0
Group 5 (27)	4	23	0
<b>Total = 55</b>	<b>7</b>	<b>48</b>	<b>0</b>
<b>Percent</b>	<b>12.7</b>	<b>87.3</b>	<b>0</b>

3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

- Difficult vocabulary (7)

## B) Learners' interest

4. Did the unit have an attractive appearance (visual, layout, and print)?

	Yes	No
Group 1 (28)	17	11
Group 5 (27)	18	9
Total = 55	35	20
Percent	63.6	36.4

4.1 If you answered 'NO', what changes would you like to make to the unit's appearance?

Students' written responses	N	Percent (N=55)	Valid Percent
▪ Colourful illustrations	15	27.3	75
▪ Less dense print	4	7.3	20
▪ The strategy explanation should be clearly separated from the task itself.	1	1.8	5
Total responses	20	36.4	100

5. To what extent did the tasks in the unit appeal to you?

	0 Not at all appealing	1	2 Not very appealing	3	4 Appealing	5	6 Very appealing
Group 1 (28)	0	0	1	2	19	5	1
Group 5 (27)	0	0	3	7	14	3	0
Total= 55	0	0	4	9	33	8	1
Percent	0	0	7.3	16.4	60	14.5	1.8

6. Which of the tasks in the unit did you find the most interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 3: Guessing Meaning of Unknown Words from Context/This task was important both in daily life and in exams. The student could learn more vocabulary from context without using a dictionary. The task also provided him with choices to choose, so it was not too difficult.	18	32.7	40
▪ Task 5: Skimming for the Subheadings/This task was like a game and enabled the student to understand roughly what happened in each paragraph.	18	32.7	40
▪ Task 10.1: Understanding References/The task was easy and enjoyable.	6	10.9	13.3
▪ Task 1: Predicting What the Text will be about/Asking questions that might be related to the text built up creative thinking and increased the student's interest and motivation.	3	5.5	6.7

Total responses	45	81.8	100
Missing	10	18.2	
Total	55	100	

7. Which of the tasks in the unit did you find the least interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 1: Predicting What the Text will be About/The task was not interesting and the student's prediction was not accurate because his prediction was based only on the title.	11	20	35.5
▪ Task 9: Asking and Answering Questions of Literal Comprehension/The student thought asking questions about the text was boring because he could think of only easy questions and some overlapped with other groups' questions. It also did not help him understand the text better.	6	10.9	19.4
▪ Task 7: Intensive reading/This task focused too much on the details of the text. The student found reading the text in detail a wasted of time.	5	9.1	16.1
▪ Task 10.1: Understanding References/The student did not learn anything new much in this task.	5	9.1	16.1
▪ Task 8: Completing the Diagram/This task was too easy.	4	7.3	12.9
Total responses	31	56.4	100
Missing	24	43.6	
Total	55	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course?

The students' responses were similar to the ones described in Unit One.

9. To what extent have the reading strategies in the unit served your learning needs?

	0 Not at all	1	2 A little	3	4 A lot	5	6 Very much
Group 1 (28)	0	0	0	5	14	9	0
Group 5 (27)	0	0	1	11	14	1	0
Total= 55	0	0	1	16	28	10	0
Percent	0	0	1.8	29.1	50.9	18.2	0

10. Which strategy did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Guessing meaning of unknown words from context/Vocabulary was important to the student's text understanding. This strategy enabled him to understand the meaning of difficult words without using a dictionary.	23	41.8	50
▪ Skimming for the Main Idea/This strategy helped the student read faster. Understanding the main idea helped him understand the text better.	15	27.3	32.6
▪ Understanding references/The strategy was helpful for the exams. The student also learnt that the writer tended to use different words when referring to the same thing.	5	9.1	10.9
▪ Predicting	3	5.4	6.5
Total responses	46	83.6	100
Missing	9	16.4	
Total	55	100	

11. Did you find any strategy unnecessary?

	Yes	No
Group 1 (28)	1	27
Group 5 (27)	1	26
Total = 55	2	53
Percent	3.6	96.4

11.1 If you answered 'YES', please state the reason(s) why you felt that way.

- 'Predicting what the text will be about was not helpful because the predictions we made might not be correct.' (1)
- 'Guessing meaning of unknown words from context was too difficult.' (1)

12. Is there any reading strategy you would like to add to the unit? If yes, what would you like to add?

- Studying prefixes and suffixes of words (2)
- Studying sentence structures (1)
- Pronouncing some words correctly (1)
- Summarising the text (1)



## D) Tasks

13. Which task did you find the most helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ Task 3: Guessing Meaning of Unknown Words from Context/The student learnt more vocabulary and this enabled him to understand the text better.	25	45.4
▪ Task 5: Skimming for the Subheadings/The task facilitated the student's understanding of the main points of each paragraph. It also motivated him to practise reading.	20	36.4
▪ Task 10.1: Understanding References/The student had the opportunity to analyse the writer's uses of references.	6	10.9
▪ Task 7: Intensive Reading/ The student could check whether he understood the text and had the opportunity to review what he had read.	4	7.3
<b>Total responses</b>	<b>55</b>	<b>100</b>

14. Which task did you find the least helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 1: Predicting What the Text will be about/The task did not improve the student's reading proficiency. One student said, 'When it's time to read, most people rarely think or predict what the text will be about from the title.	13	23.6	65
▪ Task 7: Intensive Reading/The task focused too much on the details of the text.	4	7.3	20
▪ Task 8: Completing the Diagram/The task was not interesting and the student felt he did not learn anything new.	3	5.5	15
<b>Total responses</b>	<b>20</b>	<b>36.4</b>	<b>100</b>
<b>Missing</b>	<b>35</b>	<b>63.6</b>	
<b>Total</b>	<b>55</b>	<b>100</b>	

15. Did you find any tasks particularly difficult?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	7	21
Group 5 (27)	8	19
<b>Total = 55</b>	<b>15</b>	<b>40</b>
<b>Percent</b>	<b>27.3</b>	<b>72.7</b>

15.1 If you answered 'YES', which ones did you find particularly difficult?

Students' written responses	N	Percent (N=55)	Valid Percent
▪ Task 3: Guessing Meaning of Unknown Words from Context	7	12.7	46.7
▪ Task 7: Intensive Reading	4	7.4	26.7
▪ Task 11: Outlining	2	3.6	13.3
▪ Task 8: Completing the Diagram	2	3.6	13.3
Total responses	15	27.3	100

#### E) Types of activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

Students' written responses	N	Percent
▪ Small group work	40	72.7
▪ Pair work	6	10.9
▪ Whole class activities	6	10.9
▪ Individual work	3	5.5
Total responses	55	100

#### Additional comments:

- 'Students should be able to choose their group members by themselves, as they feel more confident to talk and exchange ideas with people they are close to' (1).
- 'Some tasks, such as Skimming for the Subheadings, should be done as pair work and some tasks, such as Predicting What the Text will be about, should be done as group work' (1).
- 'One drawback of working in groups was that sometimes students became laid-back and unwilling to work' (1).

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	Yes	No
Group 1 (28)	27	1
Group 5 (27)	27	0
Total = 55	54	1
Percent	98.2	1.8

18. Did the unit provide a right amount of whole class activities?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	28	0
Group 5 (27)	27	0
Total = 55	55	0
Percent	100	0

#### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 1 (28)	0	0	0	11	13	3	1
Group 5 (27)	0	0	1	7	14	3	0
Total= 55	0	0	1	18	29	6	1
Percent	0	0	1.8	32.7	52.7	11	1.8

20. Did you like the sequence of the tasks in the unit?

	<b>Yes</b>	<b>No</b>
Group 1 (28)	28	0
Group 5 (27)	27	0
Total = 55	55	0
Percent	100	0

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very appropriate</b>	<b>3</b>	<b>4 Appropriate</b>	<b>5</b>	<b>6 Very appropriate</b>
Group 1 (28)	0	0	1	8	13	6	0
Group 5 (27)	0	0	8	16	3	0	0
Total= 55	0	0	9	24	16	6	0
Percent	0	0	16.4	43.6	29.1	10.9	0

### 21.1 Why did you think so?

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The time was appropriate. The student thought he could complete all the tasks without any time pressure.</li> </ul>	20	36.4	43.4
	<ul style="list-style-type: none"> <li>A little bit more time would be better.</li> </ul>	1	1.8	2.2
3	<ul style="list-style-type: none"> <li>The time was quite limited because there were many tasks in the unit and some tasks like Task 9: Asking and Answering Questions of Literal Comprehension were difficult.</li> </ul>	13	23.6	28.3
	<ul style="list-style-type: none"> <li>The time was not enough in some tasks like Task 7: Intensive Reading and the teacher spent too much time in some tasks like Task 1: Predicting and Task 9: Asking and Answering Questions of Literal Comprehension.</li> </ul>	4	7.3	8.7
0-2	<ul style="list-style-type: none"> <li>The time was not enough. The teacher omitted many items and the student could not finish all the tasks in class. Thus, he needed to continue working on some parts at home.</li> </ul>	8	14.5	17.4
Total responses		46	83.6	100
Missing		9	16.4	
Total		55	100	

\*It is noted that Teacher A and Teacher C spent time on the tasks differently. For instance, Teacher A spent almost 45 minutes on Task 9 only, while Teacher C attempted to follow the suggested time in the teacher's manual.

### H) Strengths and weaknesses

### 22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The tasks were interesting and useful because they helped improve the student's reading proficiency.</li> </ul>	19	34.5	38.8
<ul style="list-style-type: none"> <li>The task sequence was appropriate (easy to difficult).</li> </ul>	10	18.2	20.4
<ul style="list-style-type: none"> <li>The unit's appearance was appealing.</li> </ul>	7	12.7	14.3
<ul style="list-style-type: none"> <li>The text content was informative and close to the student's background knowledge.</li> </ul>	7	12.7	14.3
<ul style="list-style-type: none"> <li>There was a variety of tasks focusing on different strategies. One student said, 'The tasks covered a wide range of reading strategies and the text content was also directly related to Thai people.'</li> </ul>	3	5.5	6.1
<ul style="list-style-type: none"> <li>The tasks were appropriate to the student's level.</li> </ul>	3	5.5	6.1
Total responses	49	89.1	100
Missing	6	10.9	
Total	55	100	

23. What were particular weaknesses of the unit?

Students' written responses	N	Percent	Valid Percent
▪ The text was not much interesting.	6	10.9	37.5
▪ The time was limited because there were too many tasks in the unit. The student could not receive enough feedback from the teacher.	6	10.9	37.5
▪ The text was difficult and long.	2	3.6	12.5
▪ Some tasks were too difficult and had many items.	2	3.6	12.5
Total responses	16	29	100
Missing	39	71	
Total	55	100	

### Unit Three: *Buddhism Thai Style*

#### A) The text

1. How enjoyable did you find the text *Buddhism Thai Style*?

	0 Not enjoyable at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 2 (27)	0	1	4	12	6	3	1
Group 3 (31)	0	0	5	11	12	3	0
Group 4 (23)	0	0	2	7	10	2	2
Total= 81	0	1	11	30	28	8	3
Percent	0	1.2	13.6	37	34.6	9.9	3.7

1.1 Please state the reasons for your choice.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The text was interesting and enjoyable. One student wrote, 'I could talk about Buddhism with foreigners after reading the text.'	26	32.1	35.6
	▪ The text was close to the student's background knowledge, so it was easy for him to understand. One student also said that the topic was suitable for his age.	7	8.6	9.6
	▪ The text was generally OK, but it was a little bit long.	1	1.2	1.4
3	▪ The text was about religion, so it was a little bit boring.	9	11.1	12.3
	▪ The text was close to the student's background knowledge.	8	9.9	11
	▪ The text was fun and the student could also gain new knowledge.	7	8.6	9.6
	▪ The sentence structures and vocabulary in the text were difficult to understand and translate.	4	4.9	5.5

0-2	▪ The student did not find the topic about religion interesting. One student commented, 'I don't like the text.'	7	8.6	9.6
	▪ The text provided useful information about religion, but it was stressful.	2	2.5	2.7
	▪ The vocabulary was difficult and technical.	2	2.5	2.7
Total responses		73	90	100
Missing		8	10	
Total		81	100	

2. How did you find the text length?

	<b>Too long</b>	<b>OK</b>	<b>Too short</b>
Group 2 (27)	7	20	0
Group 3 (31)	10	21	0
Group 4 (23)	5	18	0
Total = 81	22	59	0
Percent	27.2	72.8	0

3. How did you find the text difficulty?

	<b>Too difficult</b>	<b>APPROPRIATE</b>	<b>Too easy</b>
Group 2 (27)	12	15	0
Group 3 (31)	6	25	0
Group 4 (23)	8	15	0
Total = 81	26	55	0
Percent	32.1	67.9	0

3.1 If you found the text difficult, what element(s) did you think made it difficult?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=81)</b>	<b>Valid Percent</b>
▪ Difficult and technical vocabulary such as 'et vir et deus'	19	23.5	63.3
▪ Complicated sentence structures	9	11	30
▪ Difficult expressions and comparisons	2	2.5	6.7
Total responses	30	37	100

\*It is noted that there were four students who provided two factors.

## B) Learners' interest

4. Did the unit have an attractive appearance (visual, layout, and print)?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	21	6
Group 3 (31)	22	9
Group 4 (23)	18	5
Total = 81	61	20
Percent	75.3	24.7

4.1 If you answered 'NO', what changes would you like to make to the unit appearance?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=81)</b>	<b>Valid Percent</b>
▪ More illustrations	13	16	65
▪ Colour illustrations	5	6.2	25
▪ Each heading should be made clearer	2	2.5	10
Total responses	20	24.7	100

5. To what extent did the tasks in the unit appeal to you?

	<b>0 Not at all appealing</b>	<b>1</b>	<b>2 Not very appealing</b>	<b>3</b>	<b>4 Appealing</b>	<b>5</b>	<b>6 Very appealing</b>
Group 2 (27)	0	0	2	7	15	2	1
Group 3 (31)	0	0	0	10	20	1	0
Group 4 (23)	0	0	1	5	16	1	0
Total= 81	0	0	3	22	51	4	1
Percent	0	0	3.7	27.2	63	4.9	1.2

6. Which of the tasks in the unit did you find the most interesting? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
▪ Task 1: Relating Background Knowledge to the Text Topic/The student could learn various ideas from other classmates by interviewing each other.	19	23.5
▪ Task 8: Understanding the Writer's Intention/The task was fun and enabled the student to understand the text better.	14	17.3
▪ Task 9: Inferring the Writer's Implicit Ideas/The task was fun and useful because the students could practise interpreting the hidden meaning of the text by himself.	11	13.6
▪ Task 2: Guessing Meaning of Unknown Words from Context/The task was useful as the student could learn how to guess the meaning of unknown words by making use of markers.	11	13.6
▪ Task 5: Reading Activity/The text content was interesting. The student had the opportunity to apply reading strategies when reading the text with other students.	10	12.3
▪ Task 6: Understanding Supporting Details/The task was fun and facilitated the student's text understanding.	9	11.1
▪ Task 3: Understanding Markers/The student could practise reading and learn how sentences were connected at the same time. One said, 'It was not too difficult and this strategy can be used in daily life. It's fun choosing various markers.'	7	8.6
Total responses	81	100

7. Which of the tasks in the unit did you find the least interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 9: Inferring the Writer's Implicit Ideas/The task was too difficult. The student was not able to express ideas in English.	17	21	30.8
▪ Task 1: Relating Background Knowledge to the Text Topic/The task was neither interesting nor necessary and only a few students prepared it as homework. One student commented, 'The task was not interesting, so I didn't get cooperation from people I interviewed.'	10	12.3	18.2
▪ Task 6: Understanding Supporting Details/The task was not challenging and the student did not have to think much. He found it too easy.	10	12.3	18.2
▪ Task 8: Understanding the Writer's Intention/The task was difficult because the student had to write the answers in complete sentences.	9	11.1	16.4
▪ Task 7: Intensive Reading/It was boring and the student did not understand the questions because they were difficult.	9	11.1	16.4
Total responses	55	67.8	100
Missing	26	32.2	
Total	81	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course?

- Improve reading proficiency and be able to apply all necessary reading strategies to various types of text (60).
- Learn how to write correct sentences and read complicated sentences (15).
- Read interesting texts (3)

9. To what extent have the reading strategies in the unit served your learning needs?

	0 Not at all	1	2 A little	3	4 A lot	5	6 Very much
Group 2 (27)	0	0	0	6	19	2	0
Group 3 (31)	0	0	0	6	19	6	0
Group 4 (23)	0	0	0	4	16	2	1
Total= 81	0	0	0	16	54	10	1
Percent	0	0	0	19.8	66.7	12.3	1.2



10. Which strategy did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Inferring the writer's implicit ideas/The student had the opportunity to think and interpret the hidden meaning of the text.	21	25.9	32.8
▪ Guessing meaning of unknown words from context/The strategy enabled the student to read the text more easily. The student did not have to waste his time looking up the meaning of difficult words from a dictionary.	20	24.7	31.3
▪ Skimming for the main idea/This strategy is a key to text understanding and could help the student read faster.	16	19.8	25
▪ Understanding the writer's intention/The student could understand the text more deeply. He also had the opportunity to practise his thinking skills.	7	8.6	10.9
Total responses	64	79	100
Missing	17	21	
Total	81	100	

11. Did you find any strategy unnecessary?

	Yes	No
Group 2 (27)	0	27
Group 3 (31)	3	28
Group 4 (23)	2	21
Total = 81	5	76
Percent	6.2	93.8

11.1 If you answered 'YES', please state the reason(s) why you felt that way.

- Relating background knowledge to the text topic: It was not important to reading (5).

12. Is there any reading strategies would you like to add to the unit? If yes, what would you like to add?

Students' written responses	N	Percent	Valid Percent
▪ How to read faster	4	4.9	33.3
▪ Study vocabulary (prefixes, suffixes and usage)	4	4.9	33.3
▪ How to deal with complicated sentences	2	2.5	16.7
▪ Critical reading strategies such as interpreting the writer's opinions and feelings.	2	2.5	16.7
Total responses	12	14.8	100
Missing	69	85.2	
Total	81	100	

#### D) Tasks

13. Which task did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 9: Inferring the Writer's Implicit Ideas/The task enabled the student to analyse the writer's messages.	19	23.5	36.5
▪ Task 2: Guessing Meaning of Unknown Words from Context/The student did not have to look up words from a dictionary and understanding the meaning of difficult words helped the student understand the text better.	15	18.5	28.8
▪ Task 8: Understanding the Writer's Intention/This strategy is often used in daily reading. The student also had the opportunity to practise expressing ideas in sentences.	11	13.6	21.2
▪ Task 7: Intensive Reading/This strategy could be applicable to all types of reading. The student had to read the text in detail before being able to achieve the task outcomes. The task's response format was similar to the one used in the exams.	7	8.6	13.5
Total responses	52	64.2	100
Missing	29	35.8	
Total	81	100	

14. Which task did you find the least helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 1: Relating Background Knowledge to the Text Topic/The student felt that he did not improve his reading proficiency. One student said, 'What we discussed in this task might not be found the text.'	11	13.6	42.3
▪ Task 6: Understanding Supporting Details/The task was easy and did not require the student to employ any strategies.	9	11.1	34.6
▪ Task 9: Inferring the Writer's Implicit Ideas/The task was very difficult.	6	7.4	23.1
Total responses	26	32.1	100
Missing	55	67.9	
Total	81	100	

15. Did you find any tasks particularly difficult?

	Yes	No
Group 2 (27)	7	20
Group 3 (31)	7	24
Group 4 (23)	5	18
Total = 81	19	62
Percent	23.4	76.6

15.1 If you answered 'YES', which ones did you find particularly difficult?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=81)</b>	<b>Valid Percent</b>
▪ Task 9: Inferring the Writer's Implicit Ideas/It required a lot of thinking skills and they had difficulties with self-expression in English.	11	13.6	58
▪ Task 7: Intensive Reading/The student needed to interpret the text meaning a lot and write the answers in sentences.	4	4.9	21
▪ Task 2: Guessing Meaning of Unknown Words from Context	4	4.9	21
<b>Total responses</b>	<b>19</b>	<b>23.4</b>	<b>100</b>

#### E) Types of activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Small group work/The student could consult other members and get various ideas from others, contributing to better understanding. It was also fun working with other students.	44	54.3	61.1
▪ Whole class activities/The student could complete the tasks faster if he worked together with the whole class. Everybody could participate in the tasks and this created a friendly atmosphere.	18	22.3	25
▪ Pair work/The student could express ideas when he worked with his partner much more than when he worked in groups.	10	12.3	13.9
<b>Total responses</b>	<b>72</b>	<b>88.9</b>	<b>100</b>
Missing	9	11.1	
<b>Total</b>	<b>81</b>	<b>100</b>	

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	26	1
Group 3 (31)	30	1
Group 4 (23)	23	0
<b>Total = 81</b>	<b>79</b>	<b>2</b>
<b>Percent</b>	<b>97.5</b>	<b>2.5</b>

17.1 If you answered 'NO', what changes would you like to make?

- There should be more small group activities (1).

18. Did the unit provide a right amount of whole class activities?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	27	0
Group 3 (31)	31	0
Group 4 (23)	23	0
Total = 81	81	0
Percent	100	0

#### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (27)	0	0	0	7	14	3	3
Group 3 (31)	0	0	0	9	16	5	1
Group 4 (23)	0	0	0	2	17	2	2
Total= 81	0	0	0	18	47	10	6
Percent	0	0	0	22.3	58	12.3	7.4

20. Did you like the sequence of the tasks in the unit?

	<b>Yes</b>	<b>No</b>
Group 2 (27)	27	0
Group 3 (31)	31	0
Group 4 (23)	23	0
Total = 81	81	0
Percent	100	0

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very appropriate</b>	<b>3</b>	<b>4 Appropriate</b>	<b>5</b>	<b>6 Very appropriate</b>
Group 2 (27)	0	0	0	9	15	3	0
Group 3 (31)	0	0	1	11	16	3	0
Group 4 (23)	0	0	2	7	12	2	0
Total= 81	0	0	3	27	43	8	0
Percent	0	0	3.7	33.3	53.1	9.9	0

### 21.1. Why did you think so?

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The time spent on the whole unit was appropriate. One student explained that Teacher B managed the time very well, as he asked the students to prepare some tasks as homework.</li> </ul>	37	45.7	55.2
	<ul style="list-style-type: none"> <li>The time spent on some tasks was OK, but not enough on others.</li> </ul>	5	6.2	7.5
3	<ul style="list-style-type: none"> <li>Generally, the time spent on the whole unit was appropriate.</li> </ul>	11	13.6	16.4
	<ul style="list-style-type: none"> <li>The time spent on some tasks was OK, but the student needed more time in others.</li> </ul>	6	7.4	8.9
	<ul style="list-style-type: none"> <li>The student spent too much time on Tasks 8 and 9 because they were difficult and required him to work in groups;</li> </ul>	3	3.7	4.5
	<ul style="list-style-type: none"> <li>There were too many tasks in the unit; thus, the time was not enough for the student to work on each task.</li> </ul>	3	3.7	4.5
0-2	<ul style="list-style-type: none"> <li>The class spent too much time on the tasks in the unit.</li> </ul>	2	2.5	3
Total responses		67	82.8	100
Missing		14	17.2	
Total		81	100	

### H) Strengths and weaknesses of the unit

#### 22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The tasks in the unit were useful because they improved the student's overall reading proficiency.</li> </ul>	17	20.9	25.4
<ul style="list-style-type: none"> <li>The text was interesting.</li> </ul>	16	19.8	23.9
<ul style="list-style-type: none"> <li>There was a variety of tasks and strategies.</li> </ul>	11	13.6	16.4
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	8	9.9	11.9
<ul style="list-style-type: none"> <li>Task 8: Understanding the Writer's Intention was useful.</li> </ul>	6	7.4	8.9
<ul style="list-style-type: none"> <li>The unit's appearance was attractive.</li> </ul>	5	6.2	7.5
<ul style="list-style-type: none"> <li>The unit contained a good sequence of tasks guiding the students as to how to deal with the text step-by-step.</li> </ul>	4	4.9	6
Total responses	67	82.7	100
Missing	14	17.3	
Total	81	100	

23. What were particular weaknesses of the unit?

Students' written responses	N	Percent	Valid Percent
▪ The text was difficult due to difficult vocabulary and expressions and complicated sentence structures. The students felt discouraged and bored while reading the text.	11	13.6	33.3
▪ The text was not interesting and stressful.	6	7.4	18.2
▪ The text was too long.	6	7.4	18.2
▪ There were too many tasks in the unit. One student said, 'It was so boring working on so many tasks. I think some tasks were not essential.'	6	7.4	18.2
▪ Some tasks contained quite a few items so the student did not have enough practice.	4	4.9	12.1
Total responses	33	40.7	100
Missing	50	59.3	
Total	81	100	

#### Unit Four: *An Empty Nest Can Promote Freedom, Improved Relationships*

##### A) The text

1. How enjoyable did you find the text *An Empty Nest Can Promote Freedom, Improved Relationships*?

	0 Not enjoyable at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 5 (24)	0	0	3	5	11	4	1
Group 6 (25)	0	0	2	13	8	1	1
Total= 49	0	0	5	18	19	5	2
Percent	0	0	10.2	36.7	38.8	10.2	4

1.1 Please state the reasons for your choice.

Scales	Students' written responses	N	Percent
4-6	▪ The text was close to the student's background knowledge. One student said, 'I could easily imagine what the text would be about because it was related to my life.'	12	24.5
	▪ The text was interesting.	9	18.5
	▪ The student could learn something new about parent-child relationships from the text.	5	10.2
3	▪ The text was difficult due to its vocabulary and its content, since it was related to research.	6	12.2

	<ul style="list-style-type: none"> <li>▪ The text was close to the student's background knowledge.</li> <li>▪ The text was not interesting.</li> <li>▪ The text was too long.</li> </ul>	6 3 3	12.2 6.1 6.1
0-2	<ul style="list-style-type: none"> <li>▪ The text was familiar to the student's background knowledge and it was easy to read.</li> <li>▪ The text was serious and not interesting.</li> </ul>	3 2	6.1 4.1
Total responses		49	100

2. How did you find the text length?

	<b>Too long</b>	<b>OK</b>	<b>Too short</b>
Group 5 (24)	3	21	0
Group 6 (25)	13	12	0
Total = 49	16	33	0
Percent	32.7	67.3	0

3. How did you find the text difficulty?

	<b>Too difficult</b>	<b>Appropriate</b>	<b>Too easy</b>
Group 5 (24)	0	24	0
Group 6 (25)	6	19	0
Total = 49	6	43	0
Percent	12.2	87.8	0

3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=49)</b>	<b>Valid Percent</b>
▪ Difficult vocabulary	5	10.2	41.6
▪ Complicated sentence structures	3	6.1	25
▪ Difficult text content	2	4.1	16.7
▪ Unfamiliar text topic	2	4.1	16.7
Total responses	12	24.5	100

\*It is noted that there were six students who provided two factors.

#### B) Learners' interest

4. Did the unit have an attractive appearance (visual, layout, and print)?

	<b>Yes</b>	<b>No</b>
Group 5 (24)	19	5
Group 6 (25)	19	6
Total = 49	38	11
Percent	77.6	22.4

4.1 If you answered 'NO', what changes would you like to make to the unit appearance?

- Illustrations in colour (7)
- The unit's colour was too bright (2).

\*Note: The colour of the materials was blue.

5. To what extent did the tasks in the unit appeal to you?

	<b>0 Not at all appealing</b>	<b>1</b>	<b>2 Not very appealing</b>	<b>3</b>	<b>4 Appealing</b>	<b>5</b>	<b>6 Very appealing</b>
Group 5 (24)	0	0	0	8	11	4	1
Group 6 (25)	0	0	3	8	13	1	0
Total= 49	0	0	3	16	24	5	1
Percent	0	0	6.1	32.7	49	10.2	2

6. Which of the tasks in the unit did you find the most interesting? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 9: Inferring the Writer's Implicit Ideas/The task enabled the student to understand the text better. He also found it challenging.	16	32.7	51.6
▪ Task 2: Guessing Meaning of Unknown Words from Context/The student learnt new words and practiced guessing the meaning of difficult words. One student wrote, 'It was fun and I could practise reading at the same time.'	9	18.4	29
▪ Task 7: Intensive Reading/The task contributed to the student's better text understanding. He could check whether he understood the text from the task.	6	12.2	19.4
Total responses	31	63.3	100
Missing	18	36.7	
Total	49	100	

7. Which of the tasks in the unit did you find the least interesting? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 7: Intensive Reading/The questions were difficult and there were too many items.	12	24.5	42.9
▪ Task 1: Relating Background Knowledge to the Text Topic/The student did not find the task beneficial and could not think of what the text might be about from the provided subheadings.	9	18.3	32.1
▪ Task 9: Inferring the Writer's Implicit Ideas/The student did not understand the difference between explicit and implicit ideas.	7	14.3	25



Total responses	28	57.1	100
Missing	21	42.9	
Total	49	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course?

Students' written responses	N	Percent
▪ Improve and practise various reading strategies, particularly skimming for the main idea and guessing meaning of unknown words from context.	37	75.5
▪ Learn new vocabulary.	9	18.4
▪ Practise writing and reading	3	6.1
Total responses	49	100

9. To what extent have the reading strategies in the unit served your learning needs?

	0 Not at all	1	2 A little	3	4 A lot	5	6 Very much
Group 5 (24)	0	0	0	9	12	3	0
Group 6 (25)	0	0	1	10	13	1	0
Total= 49	0	0	1	19	25	4	0
Percent	0	0	2	38.8	51	8.2	0

10. Which strategy did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Inferring the writer's implicit ideas/The student explained that it was important to understand what the writer meant to tell the reader.	14	28.6	40
▪ Guessing meaning of unknown words from context/Vocabulary was the key to text understanding and helped the student translate the text better.	13	26.5	37
▪ Skimming for the main idea/This strategy helped the student understand the text as a whole.	8	16.3	23
Total responses	35	71.4	100
Missing	14	28.6	
Total	49	100	

11. Did you find any strategy unnecessary?

	<b>Yes</b>	<b>No</b>
Group 5 (24)	0	24
Group 6 (25)	0	25
Total = 49	0	49
Percent	0	100

12. Is there any reading strategies would you like to add to the unit? If yes, what would you like to add?

- Practising reading complicated sentences (1)
- Practising writing (1)
- Summarising (1)

#### D) Tasks

13. Which task did you find the most helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 9: Inferring the Writer's Implicit Ideas/It was challenging and helped the student understand the text better.	15	30.6	42.9
▪ Task 2: Guessing Meaning of Unknown Words from Context/Vocabulary was the key to text understanding.	9	18.3	25.7
▪ Task 7: Intensive Reading/After completing the task, the student could understand the main points of the text better.	7	14.3	20
▪ Task 3: Skimming for the Main Idea/It was useful in reading English texts.	4	8.2	11.4
Total responses	35	71.4	100
Missing	14	28.6	
Total	49	100	

14. Which task did you find the least helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 1: Relating Background Knowledge to the Text Topic/The student explained that there was no need to predict what the text would be about because he had to read the text anyway and his prediction may not be related to what he was about to read.	4	8.2	57.1
▪ Task 9: Inferring the Writer's Implicit Ideas/The task was not much important and too detailed.	3	6.1	42.9
Total responses	7	14.3	100

Missing	42	85.7	
Total	49	100	

15. Did you find any tasks particularly difficult?

	Yes	No
Group 5 (24)	0	24
Group 6 (25)	10	15
Total = 49	10	39
Percent	20.4	79.6

15.1 If you answered 'YES', which ones did you find particularly difficult?

Students' written responses	N	Percent (N=49)	Valid Percent
▪ Task 9: Inferring the Writer's Implicit Ideas	6	12.2	60
▪ Task 7: Intensive Reading	3	6.1	30
▪ Task 2: Guessing Meaning of Unknown Words from Context	1	2.1	10
Total responses	10	20.4	100

#### E) Types of activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

Students' written responses	N	Percent
▪ Small group work/The student could consult and share ideas with other group members.	39	79.6
▪ Pair work/The student could fully contribute to the task and helped each other achieve the task outcomes.	6	12.2
▪ Whole-class activities/Everyone could contribute to the task and learn other students' ideas.	2	4.1
▪ Individual work/The student could practise reading independently.	2	4.1
Total responses	49	100

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	Yes	No
Group 5 (24)	24	0
Group 6 (25)	23	2
Total = 49	47	2
Percent	96	4

18. Did the unit provide a right amount of whole class activities?

	<b>Yes</b>	<b>No</b>
Group 5 (24)	23	1
Group 6 (25)	22	3
Total = 49	45	4
Percent	92	8

#### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 5 (24)	0	0	0	7	16	1	0
Group 6 (25)	0	0	1	10	12	1	1
Total= 49	0	0	1	17	28	2	1
Percent	0	0	2	34.7	57.2	4.1	2

20. Did you like the sequence of the tasks in the unit?

	<b>Yes</b>	<b>No</b>
Group 5 (24)	23	1
Group 6 (25)	24	1
Total = 49	47	2
Percent	95.9	4.1

20.1. If you answered 'NO', what changes would you like to make to the task sequence?

- The tasks should be sequenced from the easiest to the most difficult.
- Task 8 should have come before Task 7 because Task 8 would help understand the text better.

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very appropriate</b>	<b>3</b>	<b>4 Appropriate</b>	<b>5</b>	<b>6 Very appropriate</b>
Group 5 (24)	0	0	2	9	10	3	0
Group 6 (25)	0	0	1	16	7	1	0
Total= 49	0	0	3	25	17	4	0
Percent	0	0	6.1	51	34.7	8.2	0

### 21.1. Why did you think so?

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The time spent on the tasks was appropriate. One student from Group 6 said, 'The teacher gave us a plenty of time to work on the tasks.' Another wrote, 'The teacher advised us to prepare reading the text before hand and this helped me understand part of the text more easily.'</li> </ul>	16	32.6	53.3
3	<ul style="list-style-type: none"> <li>The time was not enough. The student could not finish the tasks in time.</li> <li>Overall, the time was appropriate.</li> </ul>	7 5	14.3 10.2	23.3 16.7
0-2	<ul style="list-style-type: none"> <li>The student had little time to work on the tasks.</li> </ul>	2	4.1	6.7
Total responses		30	61.2	100
Missing		19	38.8	
Total		49	100	

### H) Strengths and weaknesses of the unit

#### 22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>There was a variety of reading strategies.</li> </ul>	9	18.4	28.1
<ul style="list-style-type: none"> <li>The tasks enabled the student to read better.</li> </ul>	8	16.3	25
<ul style="list-style-type: none"> <li>The text was suitable to the student's background knowledge and it was interesting.</li> </ul>	8	16.3	25
<ul style="list-style-type: none"> <li>The unit had a good sequence of tasks, gradually building up the student's text understanding.</li> </ul>	5	10.2	15.6
<ul style="list-style-type: none"> <li>The unit's appearance was attractive.</li> </ul>	2	4.1	6.3
Total responses	32	65.3	100
Missing	17	34.7	
Total	49	100	

#### 23. What were particular weaknesses of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The text was difficult. One student said, 'The text was difficult and when I read the conclusion, I forgot the previous part I had just read.'</li> </ul>	5	10.2	35.7
<ul style="list-style-type: none"> <li>The vocabulary was difficult.</li> </ul>	3	6.1	21.4
<ul style="list-style-type: none"> <li>Some tasks were not interesting.</li> </ul>	2	4.1	14.3

▪ The text was not interesting.	2	4.1	14.3
▪ There were too many tasks and the time was not enough to cover everything.	2	4.1	14.3
Total responses	14	28.6	100
Missing	35	71.4	
Total	49	100	

## Unit Five: *Cloning Isn't the Big Issue*

### A) The text

1. How enjoyable did you find the text *Cloning Isn't the Big Issue*?

	0 Not enjoy able at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 1 (29)	0	0	1	7	14	7	0
Group 7 (14)	0	2	2	5	4	1	0
Total = 43	0	2	3	12	18	8	0
Percent	0	4.7	6.9	27.9	41.9	18.6	0

1.1 Please state the reasons for your choice.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	▪ The text was interesting because it was related to science and advanced technology.	15	34.9	36.6
	▪ The text topic was a controversial issue and up-to-date.	3	7	7.3
	▪ The text content was related to the student's background knowledge.	2	4.6	4.9
	▪ The text was interesting, but the vocabulary was difficult.	2	4.6	4.9
	▪ The text was about something that could possibly happen in the near future.	1	2.3	2.4
	▪ The teacher taught very well. The student had a lot of fun studying with her.	1	2.3	2.4
3	▪ The text was difficult. The student could not fully understand it.	5	11.6	12.3
	▪ The text was not much interesting and was not close to the student's background knowledge.	3	7	7.3
	▪ The student did not enjoy reading about science and technology.	2	4.6	4.9
	▪ The text content was rather stressful;	1	2.3	2.4

	<p>however, it was enjoyable because the student could learn something new.</p> <ul style="list-style-type: none"><li>▪ The text was close to the student’s background knowledge.</li></ul>	1	2.3	2.4
0-2	<ul style="list-style-type: none"><li>▪ The text contained technical and difficult vocabulary.</li></ul>	3	7	7.3
	<ul style="list-style-type: none"><li>▪ The student did not enjoy the topic about science.</li></ul>	2	4.6	4.9
Total responses		41	95.1	100
Missing		2	4.9	
Total		43	100	

2. How did you find the text length?

	<b>Too long</b>	<b>OK</b>	<b>Too short</b>
Group 1 (29)	4	25	0
Group 7 (14)	6	8	0
Total = 43	10	33	0
Percent	23.3	76.7	0

3. How did you find the text difficulty?

	<b>Too difficult</b>	<b>Appropriate</b>	<b>Too easy</b>
Group 1 (29)	10	19	0
Group 7 (14)	4	10	0
Total = 43	14	29	0
Percent	32.6	67.4	0

3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=43)</b>	<b>Valid Percent</b>
▪ Technical and unfamiliar vocabulary	13	30.2	61.9
▪ Complicated sentence structures	6	13.9	28.6
▪ Unfamiliar content	2	4.7	9.5
Total responses	21	48.8	100

## B) Learners' interest

4. Did the unit have an attractive appearance (visual, layout, and print)?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	19	10
Group 7 (14)	10	4
Total = 43	29	14
Percent	67.4	32.6

4.1 If you answered 'NO', what changes would you like to make to the unit appearance?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=43)</b>	<b>Valid Percent</b>
▪ Illustrations in colour	9	20.9	64.3
▪ Less dense print	3	7	21.4
▪ The unit's colour was too bright	2	4.7	14.3
<b>Total responses</b>	<b>14</b>	<b>32.6</b>	<b>100</b>

\*It is noted that the colour of the unit was orange.

5. To what extent did the tasks in the unit appeal to you?

	<b>0 Not at all appealing</b>	<b>1</b>	<b>2 Not very appealing</b>	<b>3</b>	<b>4 Appealing</b>	<b>5</b>	<b>6 Very appealing</b>
Group 1 (29)	0	0	0	6	15	8	0
Group 7 (14)	0	0	2	4	6	1	1
<b>Total= 43</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>21</b>	<b>9</b>	<b>1</b>
<b>Percent</b>	<b>0</b>	<b>0</b>	<b>4.7</b>	<b>23.3</b>	<b>48.8</b>	<b>20.9</b>	<b>2.3</b>

6. Which of the tasks in the unit did you find the most interesting? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 12: Critical Reading/The task enabled the student to understand the text and the writer's opinions.	16	37.2	41
▪ Task 2: Relating Background Knowledge to the Text Topic/It was enjoyable because the student could express ideas about celebrities' views on cloning.	9	20.9	23.1
▪ Task 6: Asking and Answering Literal Questions/The questions enhanced the student's comprehension and guided him through how to read the text.	9	20.9	23.1
▪ Task 7: Intensive Reading/The task enabled the student to understand the important points of the text.	5	11.7	12.8
<b>Total responses</b>	<b>39</b>	<b>90.7</b>	<b>100</b>
Missing	4	9.3	
<b>Total</b>	<b>43</b>	<b>100</b>	



7. Which of the tasks in the unit did you find the least interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 12: Critical Reading/It was difficult and the student felt confused about what he had to do in the task.	11	25.5	44
▪ Task 7: Intensive Reading/The task was boring.	8	18.5	32
▪ Task 8: Understanding References/The task was too difficult.	2	4.7	8
▪ Task 2: Relating Background Knowledge to the Text Topic/The task was not related to the text.	2	4.7	8
▪ Task 1: Relating Background Knowledge to the Text Topic (a matching activity)/The task was just a matching activity and there was nothing much in the task.	2	4.7	8
Total responses	25	58.1	100
Missing	18	41.9	
Total	43	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course?

Students' written responses	N	Percent	Valid Percent
▪ Read faster and practise all necessary reading strategies, including skimming for the main idea, inferring the writer's implicit ideas and guessing meaning of unknown words from context.	32	74.4	82.1
▪ Practise how to express ideas in complete sentences and study different sentence structures.	3	6.9	7.7
▪ Read a variety of texts in daily life fluently.	2	4.7	5.1
▪ Improve overall English proficiency.	2	4.7	5.1
Total responses	39	90.7	100
Missing	4	9.3	
Total	43	100	

9. To what extent have the reading strategies in the unit served your learning needs?

	0 Not at all	1	2 A little	3	4 A lot	5	6 Very much
Group 1 (29)	0	0	0	4	20	5	0
Group 7 (14)	0	0	3	5	4	2	0
Total= 43	0	0	3	9	24	7	0
Percent	0	0	7	20.9	55.8	16.3	0

10. Which strategy did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Guessing meaning of unknown words from context/Understanding the meaning of difficult words was the key to text understanding.	13	30.2	35.1
▪ Skimming for the main idea/It was a very important strategy because it helped the student understand the text better and faster.	9	20.9	24.3
▪ Critical Reading /This strategy enabled the student to interpret the writer's opinions and then understand text better.	8	18.6	21.6
▪ Understanding references/It was useful for the student's coming exams.	7	16.3	19
Total responses	37	86	100
Missing	6	14	
Total	43	100	

11. Did you find any strategy unnecessary?

	Yes	No
Group 1 (29)	1	28
Group 7 (14)	0	14
Total = 43	1	42
Percent	2.3	97.7

11.1 If you answered 'YES', please state the reason(s) why you felt that way.

- Task 2: Relating Background Knowledge to the Text Topic: The task was quite easy.

12. Is there any reading strategies would you like to add to the unit? If yes, what would you like to add?

- Understanding prefixes and suffixes and synonyms of words (3)
- Reading newspapers (2)

#### D) Tasks

13. Which task did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 12: Critical Reading/Understanding the writer's opinions contributes to better comprehension and this task required the student to employ various strategies and to practise thinking and writing sentences.	13	30.2	35.1

▪ Task 7: Intensive Reading/It helped build up the student's text understanding and enabled him to understand the text better.	10	23.3	27.1
▪ Task 6: Asking and Answering Literal Questions/The questions guided the student through the main points of the text. They enabled him to understand the text better.	7	16.3	18.9
▪ Task 3: Guessing Meaning of Unknown Words from Context/Understanding the meaning of difficult words in the text helped the student read the text more easily.	7	16.3	18.9
<b>Total responses</b>	<b>37</b>	<b>86.1</b>	<b>100</b>
Missing	6	13.9	
<b>Total</b>	<b>43</b>	<b>100</b>	

14. Which task did you find the least helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Task 1: Relating Background Knowledge to the Text Topic/The task did not improve the student's reading proficiency, but thinking skills.	7	16.3	58.3
▪ Task 7: Intensive Reading/The task was too detailed. One student explained, 'We normally don't have to read in detail like we were asked to do so in this task. I found the task very time-consuming.'	5	11.6	41.7
<b>Total responses</b>	<b>12</b>	<b>27.9</b>	<b>100</b>
Missing	31	72.1	
<b>Total</b>	<b>43</b>	<b>100</b>	

15. Did you find any tasks particularly difficult?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	20	9
Group 7 (14)	4	10
<b>Total = 43</b>	<b>24</b>	<b>19</b>
<b>Percent</b>	<b>55.8</b>	<b>44.2</b>

15.1 If you answered 'YES', which ones did you find particularly difficult?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=43)</b>	<b>Valid Percent</b>
▪ Task 12: Critical Reading/The task was difficult because the student needed to write the answers in sentences.	20	46.4	83.4
▪ Task 7: Intensive Reading/The task was too detailed.	2	4.7	8.3
▪ Task 3: Guessing Meaning of Unknown Words from Context/The vocabulary was too difficult.	2	4.7	8.3
<b>Total responses</b>	<b>24</b>	<b>55.8</b>	<b>100</b>

### E) Types of activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

Students' written responses	N	Percent	Valid Percent
▪ Small group work/The student could help each other work on the task. He had the opportunity to consult other students when he did not understand something.	27	62.8	73
▪ Whole-class activities/Every student could participate in the classroom activities and they tended to complete the tasks faster than group or pair work.	6	14	16.2
▪ Individual work/The student had the opportunity to practise applying all strategies independently. One student said, 'When working in groups, I was afraid to share or express my ideas.'	4	9.3	10.8
Total responses	37	86.1	100
Missing	6	13.9	
Total	43	100	

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	Yes	No
Group 1 (29)	29	0
Group 7 (14)	14	0
Total = 43	43	0
Percent	100	0

18. Did the unit provide a right amount of whole class activities?

	Yes	No
Group 1 (29)	29	0
Group 7 (14)	14	0
Total = 43	43	0
Percent	100	0

### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	0 Not at all	1	2 A little	3	4 A lot	5	6 Very much
Group 1 (29)	0	0	2	4	17	5	1
Group 7 (14)	0	0	2	5	5	2	0
Total= 43	0	0	4	9	22	7	1
Percent	0	0	9.3	20.9	51.2	16.3	2.3

20. Did you like the sequence of the tasks in the unit?

	<b>Yes</b>	<b>No</b>
Group 1 (29)	28	1
Group 7 (14)	14	0
Total = 43	42	1
Percent	97.7	2.3

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very appropriate</b>	<b>3</b>	<b>4 Appropriate</b>	<b>5</b>	<b>6 Very appropriate</b>
Group 1 (29)	0	0	3	10	13	3	0
Group 7 (14)	0	0	2	5	5	2	0
Total= 43	0	0	5	15	18	5	0
Percent	0	0	11.6	34.9	41.9	11.6	0

21.1 Why did you think so?

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
4-6	<ul style="list-style-type: none"> <li>The time spent on the tasks was appropriate. One student said, 'We shouldn't spend too much time because in the exams we have limited time.'</li> </ul>	19	44.2	54.2
3	<ul style="list-style-type: none"> <li>The time was enough for the student to work on the tasks in the unit in general, but there were some tasks he needed more time to work on like Task 12.</li> <li>There was little time and the student had to prepare the lesson before hand.</li> <li>The tasks were too difficult and discouraging, so the student needed extra time.</li> </ul>	7 3 3	16.2 7 7	20 8.6 8.6
0-2	<ul style="list-style-type: none"> <li>The time was limited in some tasks.</li> </ul>	3	7	8.6
Total responses		35	81.4	100
Missing		8	18.6	
Total		43	100	

## H) Strengths and weaknesses of the unit

22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
▪ The tasks contained useful strategies which contributed to text understanding.	15	34.9	38.5
▪ The text was interesting.	11	25.6	28.2
▪ The text was difficult but challenging. It helped improve the student's reading proficiency.	5	11.6	12.8
▪ There was a variety of tasks.	5	11.6	12.8
▪ The student learnt new vocabulary.	3	7	7.7
Total responses	39	90.7	100
Missing	4	9.3	
Total	43	100	

23. What were particular weaknesses of the unit?

Students' written responses	N	Percent	Valid Percent
▪ Some tasks were too difficult. One student said, 'The tasks were too difficult for me to understand. English is not my mother tongue.'	6	13.9	33.4
▪ The vocabulary was too difficult.	4	9.3	22.2
▪ The time was limited.	4	9.3	22.2
▪ The text was difficult.	4	9.3	22.2
Total responses	18	41.8	100
Missing	25	58.2	
Total	43	100	

## Unit Six: *Get Out and Play!*

### A) The text

1. How enjoyable did you find the text *Get Out and Play!*?

	0 Not enjoyable at all	1	2 Not very enjoyable	3	4 Enjoyable	5	6 Very enjoyable
Group 2 (31)	0	0	0	6	18	6	1
Group 3 (30)	0	0	0	11	14	5	0
Group 4 (22)	0	0	3	8	5	5	1
Total= 83	0	0	3	25	37	16	2
Percent	0	0	3.6	30.1	44.6	19.3	2.4

1.1 Please state the reasons for your choice.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The text was familiar to the student's background knowledge and easy to understand. The student was able to guess the meaning of words by relying on his background knowledge. One student said, 'It's related to my own experience. My sister is obese, so it's easy for me to understand the text. The vocabulary was also easy.'</li> </ul>	31	37.4	40.2
	<ul style="list-style-type: none"> <li>The text was interesting and enjoyable.</li> </ul>	19	22.9	24.7
	<ul style="list-style-type: none"> <li>The text was useful and the student could gain new knowledge.</li> </ul>	3	3.6	3.9
	<ul style="list-style-type: none"> <li>The sentence structures were difficult to understand.</li> </ul>	1	1.2	1.3
3	<ul style="list-style-type: none"> <li>The text was just about a general topic and not interesting. One student explained, 'Though the text was about an every day's life topic, some points in the text were too far from my personal experience.'</li> </ul>	9	10.8	11.7
	<ul style="list-style-type: none"> <li>The text was quite interesting and was something new to the student.</li> </ul>	5	6.1	6.5
	<ul style="list-style-type: none"> <li>The text was not much difficult.</li> </ul>	3	3.6	3.9
	<ul style="list-style-type: none"> <li>The text was difficult to translate. The student did not fully understand it.</li> </ul>	3	3.6	3.9
0-2	<ul style="list-style-type: none"> <li>The text was not exciting but predictable.</li> </ul>	1	1.2	1.3
	<ul style="list-style-type: none"> <li>Some parts of the text were enjoyable but some were difficult.</li> </ul>	1	1.2	1.3
	<ul style="list-style-type: none"> <li>The text was related to social problems. The student found it stressful.</li> </ul>	1	1.2	1.3
Total responses		77	92.8	100
Missing		6	7.2	
Total		83	100	

2. How did you find the text length?

	Too long	OK	Too short
Group 2 (31)	1	30	0
Group 3 (30)	12	18	0
Group 4 (22)	3	19	0
Total = 83	16	67	0
Percent	19.3	80.7	0

### 3. How did you find the text difficulty?

	<b>Too difficult</b>	<b>Appropriate</b>	<b>Too easy</b>
Group 2 (31)	0	31	0
Group 3 (30)	9	21	0
Group 4 (22)	1	21	0
Total = 83	10	73	0
Percent	12	88	0

#### 3.1 If you found the text 'too difficult', what element(s) did you think made it difficult?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=83)</b>	<b>Valid Percent</b>
▪ Difficult and unfamiliar vocabulary	6	7.2	54.5
▪ Difficult comparisons	3	3.6	27.3
▪ Complicated sentence structures	2	2.4	18.2
Total responses	11	13.2	100

### B) Learners' interest

#### 4. Did the unit have an attractive appearance (visual, layout, and print)?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	28	3
Group 3 (30)	24	6
Group 4 (22)	21	1
Total = 83	73	10
Percent	88	12

#### 4.1 If you answered 'NO', what changes would you like to make to the unit's appearance?

- Add more colourful pictures (7). One student explained that adding more related pictures could help predict the text content, and black and white illustrations were not attractive.

#### 5. To what extent did the tasks in the unit appeal to you?

	<b>0 Not at all appealing</b>	<b>1</b>	<b>2 Not very appealing</b>	<b>3</b>	<b>4 Appealing</b>	<b>5</b>	<b>6 Very appealing</b>
Group 2 (31)	0	0	0	7	20	3	1
Group 3 (30)	0	0	1	10	15	4	0
Group 4 (22)	0	0	2	7	10	3	0
Total= 83	0	0	3	24	45	10	1
Percent	0	0	3.6	28.9	54.2	12.1	1.2



6. Which of the tasks in the unit did you find the most interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 11: Intensive Reading/The questions covered the whole text and helped the student understand the text better.	27	32.5	35
▪ Task 13: Inferring the Writer's Implicit Ideas/This task was very useful, as it provided the student with opportunities to practise reading and thinking.	18	21.7	23.4
▪ Task 10: Identifying the Topic/The task helped the student understand the main points of the text.	14	16.9	18.2
▪ Task 5: Guessing Meaning of Unknown Words from Context/The task improved the student's ability to make use of context clues and prepared him for the coming exams.	13	15.7	16.9
▪ Task 1: Relating Background Knowledge to the Text Topic/The student could predict the text content by making use of the illustration provided.	5	6	6.5
Total responses	77	92.8	100
Missing	6	7.2	
Total	83	100	

7. Which of the tasks in the unit did you find the least interesting? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 4: Critical Reading/The task was not interesting and did not require the student to employ any reading strategies.	16	19.2	34.8
▪ Task 13: Inferring the Writer's Implicit Ideas/It was difficult to guess the writer's opinions.	15	18.1	32.6
▪ Task 5: Guessing Meaning of Unknown Words from Context/The vocabulary was difficult.	15	18.1	32.6
Total responses	46	55.4	100
Missing	37	44.6	
Total	83	100	

### C) Reading strategies

8. At the start, what did you expect to gain from the *Reading for Information* course? Please explain in details.

Students' written responses	N	Percent	Valid Percent
▪ Improve all necessary reading strategies to read better and faster.	52	62.7	85.2
▪ Translate the text better.	9	10.8	14.8

Total responses	61	73.5	100
Missing	22	26.5	
Total	83	100	

9. To what extent have the reading strategies in the unit served your learning needs?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (31)	0	0	0	9	19	0	3
Group 3 (30)	0	0	0	5	20	5	0
Group 4 (22)	0	0	0	10	10	2	0
Total= 83	0	0	0	24	49	7	3
Percent	0	0	0	28.9	59	8.5	3.6

10. Which strategy did you find the most helpful? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Inferring the writer's implicit ideas/The strategy guided the student through the writer's ideas. The student had the opportunity to practise using his own words in answering the questions in English.	21	25.3	32.8
▪ Guessing meaning of unknown words from context/There were a number of words in the text the student did not know, so to guide him through how to guess the meaning of unknown words helped him read and understand the text better.	19	22.9	29.7
▪ Skimming for the main idea/Skimming enabled the student to understand the main points of the text faster.	17	20.5	26.6
▪ Understanding references/This strategy helped the student read the text smoothly.	7	8.4	10.9
Total responses	64	77.1	100
Missing	19	22.9	
Total	83	100	

11. Did you find any strategy unnecessary?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	0	31
Group 3 (30)	0	30
Group 4 (22)	0	22
Total = 83	0	83
Percent	0	100

12. Is there any reading strategies would you like to add to the unit? If yes, what would you like to add?

- Writing grammatically correct sentences (3)

#### D) Tasks

13. Which task did you find the most helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 5: Guessing Meaning of Unknown Words from Context/The task improved the student's ability to make use of context clues.	24	28.9	35.3
▪ Task 13: Inferring the Writer's Implicit Ideas/The task was very useful because it helped the student read the text better. He also had the opportunity to practise thinking.	22	26.5	32.4
▪ Task 11: Intensive Reading/This task helped the student have a clearer picture of what the text was about.	13	15.7	19.1
▪ Task 6: Skimming for the main idea/The task helped the student extract the main idea more effectively.	9	10.8	13.2
Total responses	68	81.9	100
Missing	15	18.1	
Total	83	100	

14. Which task did you find the least helpful? Why?

Students' written responses	N	Percent	Valid Percent
▪ Task 4: Critical Reading/The task was not interesting and did not require the student to think much. One student said, 'It's just about finding out who said what. It's not important to text understanding.'	12	14.5	100
Total responses	12	14.5	100
Missing	71	85.5	
Total	83	100	

15. Did you find any tasks particularly difficult?

	Yes	No
Group 2 (31)	4	27
Group 3 (30)	14	16
Group 4 (22)	7	15
Total = 83	25	58
Percent	30.1	69.9

15.1 If you answered 'YES', which ones did you find particularly difficult?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=83)</b>	<b>Valid Percent</b>
▪ Task 13: Inferring the Writer's Implicit Ideas/The student had difficulties with self-expression in English. Some were also not sure what inferences were (4)	15	18.1	60
▪ Task 5: Guessing Meaning of Unknown Words from Context. One student explained that the task was difficult since he did not know any words surrounding the ones he was asked to guess the meaning.	10	12	40
<b>Total responses</b>	<b>25</b>	<b>30.1</b>	<b>100</b>

#### E) Types of activity

16. Which types of activity (individual, pair, small group and whole class activities) did you like the most? Why?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ Small group work/The student could help each other exchange ideas and think of the answers. One student commented, 'The teacher should have marked the work we did in groups to motivate us to work better.'	57	68.7	82.6
▪ Whole-class activities/The student could work on the tasks together with other students and learn more about other student's answers.	6	7.2	8.7
▪ Pair work/The student could help each other to the greatest extent. He explained that some people did not contribute to the work when they worked in groups.	6	7.2	8.7
<b>Total responses</b>	<b>69</b>	<b>83.1</b>	<b>100</b>
Missing	14	16.9	
<b>Total</b>	<b>83</b>	<b>100</b>	

17. Did the unit provide a good mixture of individual, pair and small group work activities?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	31	0
Group 3 (30)	30	0
Group 4 (22)	22	0
<b>Total = 83</b>	<b>83</b>	<b>0</b>
<b>Percent</b>	<b>100</b>	<b>0</b>

18. Did the unit provide a right amount of whole class activities?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	31	0
Group 3 (30)	30	0
Group 4 (22)	22	0
Total = 83	83	0
Percent	100	0

#### F) Task sequence

19. To what extent did the earlier tasks help with the later ones?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A little</b>	<b>3</b>	<b>4 A lot</b>	<b>5</b>	<b>6 Very much</b>
Group 2 (31)	0	0	0	8	18	4	1
Group 3 (30)	0	0	0	10	16	4	0
Group 4 (22)	0	0	0	8	8	5	1
Total= 83	0	0	0	26	42	13	2
Percent	0	0	0	31.3	50.6	15.7	2.4

20. Did you like the sequence of the tasks in the unit?

	<b>Yes</b>	<b>No</b>
Group 2 (31)	31	0
Group 3 (30)	30	0
Group 4 (22)	22	0
Total = 83	83	0
Percent	100	0

#### G) Time

21. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 Not very appropri ate</b>	<b>3</b>	<b>4 Appropriate</b>	<b>5</b>	<b>6 Very appropriate</b>
Group 2 (31)	0	0	0	9	17	3	2
Group 3 (30)	0	0	0	13	13	4	0
Group 4 (22)	0	1	3	9	6	3	0
Total= 83	0	1	3	31	36	13	2
Percent	0	1.2	3.6	37.3	43.4	15.7	2.4

### 21.1 Why did you think so?

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The time spent on the task was appropriate. One student wrote, 'Not spending too much time on each task can maintain the student's interest.' Another said, 'Teacher B asked us to prepare some tasks as homework so it's ok.'</li> </ul>	39	47	56.5
3	<ul style="list-style-type: none"> <li>The time spent on the tasks was appropriate.</li> <li>The time was not enough for some tasks.</li> <li>The teacher spent too much time on the whole unit, so it was boring.</li> </ul>	12 9 5	14.5 10.8 6	17.4 13 7.3
0-2	<ul style="list-style-type: none"> <li>The student needed more time because his English proficiency was not good. He did not have enough time to think.</li> </ul>	4	4.8	5.8
Total responses		69	83.1	100
Missing		14	16.9	
Total		83	100	

### H) Strengths and weaknesses of the unit

#### 22. What were particular strengths of the unit?

Students' written responses	N	Percent	Valid Percent
<ul style="list-style-type: none"> <li>The tasks were interesting and useful.</li> </ul>	28	33.7	40.7
<ul style="list-style-type: none"> <li>The text was relevant to the student's lives.</li> </ul>	15	18.1	21.7
<ul style="list-style-type: none"> <li>There was a variety of tasks and strategies.</li> </ul>	12	14.5	17.4
<ul style="list-style-type: none"> <li>The unit's appearance was appealing.</li> </ul>	5	6	7.3
<ul style="list-style-type: none"> <li>The text was not too difficult.</li> </ul>	3	3.6	4.3
<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	3	3.6	4.3
<ul style="list-style-type: none"> <li>The tasks were sequenced properly, building up the student's text understanding.</li> </ul>	3	3.6	4.3
Total responses	69	83.1	100
Missing	14	16.9	
Total	83	100	

23. What were particular weaknesses of the unit?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
▪ The text was difficult in terms of vocabulary and the writer's style of writing. It contained too much information and descriptive details.	8	9.7	47.2
▪ The unit's appearance was not appealing.	3	3.6	17.6
▪ The text <i>Get Out and Play!</i> was too long.	3	3.6	17.6
▪ Some tasks such as Tasks 8.1 and 4 were difficult to understand.	3	3.6	17.6
Total responses	17	20.5	100
Missing	66	79.5	
Total	83	100	

## **Appendix 17**

Summary of use-of-Thai-or-English questionnaires: The  
first cycle



## Summary of the Use-of-Thai-or-English Questionnaires: The First Cycle

The use-of-Thai questionnaires were conducted with three classes, Groups 1, 2 and 4, where Thai was a means of instruction, and the use-of-English questionnaires were completed by two groups of students, Groups 3 and 5, where English was mainly used by the teachers as a means of instruction. Both types of questionnaires were carried out twice: after the completion of the first and the last unit. Overall, the students were asked how they felt towards the teacher's and their use of Thai and English in text discussion activities (whole class and small group work) and their preference of the language used in the classroom.

### Questionnaires for the Use-of-Thai Groups (1<sup>st</sup> implementation)

The total number of the students who completed this set of questionnaires was 80. They were asked to complete them outside class after the first unit was completed and to return the completed questionnaires in the following class.

1. To what extent did the use of Thai as a means of instruction and discussion help you understand the text?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (28)	0	0	1	1	11	12	3
Group 2 (30)	0	0	0	2	13	7	8
Group 4 (22)	0	0	0	2	6	8	6
Total = 80	0	0	1	5	30	27	17
Percent	0	0	1.3	6.3	37.5	33.7	21.2

1.1 Please state the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student was able to express ideas in a deep manner. The use of the mother tongue also helped prevent any confusion that might happen while discussing the text with group members. The student felt that his language proficiency was not good enough to communicate in English. With his language limitation, he sometimes could not think of the English words he would like to use and this was the obstacle in his group discussion.</li> </ul>	40	50
	<ul style="list-style-type: none"> <li>They occasionally did not understand the meaning of the English words in the text, and the use of Thai in small group discussion was a way to help the student understand the meaning of the unknown words.</li> </ul>	15	18.7
	<ul style="list-style-type: none"> <li>In terms of motivation and classroom atmosphere, the student felt that using Thai in the classroom was</li> </ul>	10	12.5

	neither stressful nor boring, particularly when he was struggling to understand something. <ul style="list-style-type: none"> <li>The student also felt more confident when the teacher asked him to answer in Thai and when he used Thai to talk with other students.</li> </ul>	9	11.2
3	<ul style="list-style-type: none"> <li>The student was able to express ideas in a deep manner when discussing the text in Thai and this led to better text understanding.</li> </ul>	5	6.3
0-2	<ul style="list-style-type: none"> <li>The use of Thai did not help improve the student's English proficiency.</li> </ul>	1	1.3
Total		80	100

Some sample quotations are for example 'It's a lot easier and more convenient to use Thai when we worked in groups because we could understand each other straight away.', 'My English proficiency is so poor.', 'I could understand the writer's opinions easier when I talked through the text in Thai.', 'The use of Thai enabled me to deeply understand the text easier.', 'I just can't speak English.' et cetera.

## 2. To what extent did the small group discussion contribute to text understanding?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (28)	0	0	0	3	16	6	3
Group 2 (30)	0	0	0	4	11	14	1
Group 4 (22)	0	0	0	5	13	2	2
Total = 80	0	0	0	12	40	22	6
Percent	0	0	0	15	50	27.5	7.5

### 2.1 Please state the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student was able to consult and exchange ideas about the text with other students. He could also get various ideas from talking with others and could read and understand the text better, compared to when he read individually. The student felt that classmates could help explain the part he did not understand.</li> </ul>	68	85
3	<ul style="list-style-type: none"> <li>The same as the comments provided above.</li> <li>The time was quite limited and each individual required a different amount of time in understanding the text. Due to the time limitation, the student was not able to fully understand the text.</li> </ul>	10 2	12.5 2.5
Total		80	100

3. Did you want to use English instead of Thai as a means of instruction and discussion?

	<b>Yes</b>	<b>No</b>	<b>Both</b>
Group 1 (27)	18	8	1
Group 2 (29)	15	13	1
Group 4 (20)	12	8	0
Total responses = 76	45	29	2
Valid Percent	59.2	38.2	2.6

	<b>N</b>	<b>Percent</b>
Total	80	100
Respondents	76	95
Missing	4	5

3.1. Please explain the reason(s) why you felt that way.

	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
YES	<ul style="list-style-type: none"> <li>The student wanted to improve his speaking and listening skills. He believed that if he had the opportunity to use English, his overall proficiency would be better. The student wanted to practise speaking and thinking in English. The use of English in the classroom might increase his confidence in using English. Sample quotations are 'We should try to use English sometimes, but I don't think I can understand anything', 'I want to practise my English, but it's difficult to use English to communicate'</li> </ul>	43	53.7	56.6
	<ul style="list-style-type: none"> <li>The use of English in the classroom might improve the student's reading proficiency.</li> </ul>	2	2.5	2.6
NO	<ul style="list-style-type: none"> <li>The use of Thai enabled the student to understand the text better. He was also afraid that he might not understand anything if he used English and this may affect his grades. The use of English might exacerbate the text difficulty. Sample quotations are 'I don't know how to communicate with others in English', 'I want to listen to English sometimes, but I prefer Thai because I'm afraid that I may not understand and everything will get worse', 'My brain can decode the meaning in Thai a lot faster and clearer' and 'I feel embarrassed about speaking English in front of others'</li> </ul>	21	26.2	27.7
	<ul style="list-style-type: none"> <li>There might be some miscommunication from the use of English. The student was</li> </ul>	8	10	10.5

	afraid that he might not be able to clearly understand what the teacher said.			
Both	<ul style="list-style-type: none"> <li>A combination of Thai and English was fine. The student suggested that Thai should be used to explain difficult ideas and English should be used in the part the student did not have any difficulties with.</li> </ul>	2	2.5	2.6
Total responses		76	95	100
Missing		4	5	
Total		80	100	

### Questionnaires for the Use-of-English Groups (1<sup>st</sup> implementation)

The total number of the students who completed this set of questionnaires was 53. Similar to the use-of-Thai groups, these groups of students (Groups 3 and 5) were asked to complete the questionnaires outside class after the first unit was completed and to return them in the following class.

1. To what extent did the use of English as a means of instruction and discussion help you understand the text?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 3 (27)	1	1	1	18	3	3	0
Group 5 (26)	0	0	1	14	8	2	1
Total = 53	1	1	2	32	11	5	1
Percent	1.9	1.9	3.8	60.4	20.7	9.4	1.9

1. 1. Please state the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
4-6	<ul style="list-style-type: none"> <li>The text was written in English, so if the teacher and the class used English as a means of text discussion, the student believed that he would be able to understand the text.</li> </ul>	7	13.2	14
	<ul style="list-style-type: none"> <li>The student felt that having opportunities to use English, even though he said only short and simple sentences, was better than not using it at all.</li> </ul>	4	7.5	8
	<ul style="list-style-type: none"> <li>The student learnt new words when the teacher and other friends used English.</li> </ul>	3	5.7	6
3	<ul style="list-style-type: none"> <li>The student was not able to communicate and understand English well. He did not possess skills in speaking and listening. Therefore, if the teacher used English, he</li> </ul>	16	30.2	32

	<p>would have difficulties in understanding what the teacher said.</p> <ul style="list-style-type: none"> <li>▪ The student was not able to express ideas in English. He was not able to get his messages across in English meaningfully and correctly.</li> <li>▪ The use of English in discussion was not beneficial much because it took time for the students to understand the explanation in English, particularly if the teacher used technical vocabulary. The discussion might go very slowly. The student also pointed out that it took a long time for him to put his ideas into English when he had to write the answers in complete sentences.</li> </ul>	11	20.8	22
		5	9.4	10
0-2	<ul style="list-style-type: none"> <li>▪ The use of English made the text become more difficult. One student said, 'Summarising the main points in Thai is a lot easier than using English because I think most of us are not good at English much.' Another said, 'I think the use of Thai can enable me to understand the text better than the use of English definitely.'</li> </ul>	4	7.5	8
Total responses		50	94.3	100
Missing		3	5.7	
Total		53	100	

2. To what extent did you use English in text discussion?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 3 (27)	1	4	11	10	1	0	0
Group 5 (26)	1	2	6	14	2	0	1
Total = 53	2	6	17	24	3	0	1
Percent	3.8	11.3	32	45.3	5.7	0	1.9

3. To what extent did the small group discussion contribute to text understanding?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 3 (27)	0	0	0	8	15	4	0
Group 5 (26)	0	0	0	6	11	7	2
Total = 53	0	0	0	14	26	11	2
Percent	0	0	0	26.4	49	20.8	3.8

3.1 Please state the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent	Valid Percent
4-6	<ul style="list-style-type: none"> <li>The student found small group discussion as a channel to help him understand the text because he had opportunities to exchange and share ideas with other classmates. He also had opportunities to talk about the text and help each other explain the meaning of unknown words. Talking with others about the text could lead to the conclusion and ideas of what the text was about. Moreover, the student could check if he understood the text correctly or not.</li> </ul>	23	43.4	46
	<ul style="list-style-type: none"> <li>The higher-level students could have opportunities to talk and help explain things to other students who did not understand the text. The student believed that both low- and high-level students could benefit from group work.</li> </ul>	7	13.2	14
	<ul style="list-style-type: none"> <li>Group work could create a friendlier classroom atmosphere as the students could become closer to each other.</li> </ul>	6	11.3	12
3	<ul style="list-style-type: none"> <li>Group work enabled the student to understand the text better, since he had opportunities to discuss and share ideas with others.</li> </ul>	8	15.1	16
	<ul style="list-style-type: none"> <li>The student was not certain if what he discussed in groups was correct.</li> </ul>	3	5.7	6
	<ul style="list-style-type: none"> <li>In some instances, no one could help or translate the text and the student needed the help from the teacher.</li> </ul>	3	5.7	6
Total responses		50	94.3	100
Missing		3	5.7	
Total		53	100	

4. Did you want to use Thai instead of English as a means of instruction and discussion?

	Yes	No	Both
Group 3 (27)	19	8	0
Group 5 (26)	19	6	1
Total = 53	38	14	1
Percent	71.7	26.4	1.9

4.1. Please explain the reason(s) why you felt that way

	Students' written responses	N	Percent	Valid Percent
YES	<ul style="list-style-type: none"> <li>▪ The use of Thai could enhance the student's overall text understanding rather than the use of English. He was able to decode the meaning in Thai faster than in English, so if he used Thai in text discussion activities, he would be able to understand the text better and faster.</li> </ul>	14	26.4	28
	<ul style="list-style-type: none"> <li>▪ The student was not fluent in English. Thus, it was too difficult for him to communicate with each other and to discuss the text in English.</li> </ul>	13	24.5	26
	<ul style="list-style-type: none"> <li>▪ The student was worried that he would not be able to understand the meaning of difficult words if the teacher used English all the time. He needed to translate the meaning of words from English into Thai, as a way to read and understand the text. Therefore, if the teacher and other students used English, he might be unable to translate and understand the text.</li> </ul>	5	9.4	10
	<ul style="list-style-type: none"> <li>▪ The use of English could discourage the student and made him bored with the lessons.</li> </ul>	3	5.7	6
NO	<ul style="list-style-type: none"> <li>▪ The student wanted to practise his speaking and listening skills. He said that Thai should be used only when the class did not clearly understand something, but English should be mainly used by the teacher and students.</li> </ul>	14	26.4	28
Both	<ul style="list-style-type: none"> <li>▪ A mix of English and Thai was better.</li> </ul>	1	1.9	2
Total responses		50	94.3	100
Missing		3	5.7	
Total		53	100	

## Questionnaires for the Use-of-Thai Groups (2<sup>nd</sup> implementation)

The total number of the students who completed this set of questionnaires was 74. They were asked to complete them outside class after they completed the final unit and to return the completed questionnaires in the following class.

1. To what extent did the use of Thai as a means of instruction and discussion help you understand the text?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (26)	0	0	0	0	15	7	4
Group 2 (28)	0	0	0	0	11	5	12
Group 4 (20)	0	0	0	1	14	4	1
Total = 74	0	0	0	1	40	16	17
Percent	0	0	0	1.4	54	21.6	23

1.1. Please state the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>The student's English proficiency was poor, so it was difficult for him to understand English. He was also not able to get his messages across in English.</li> </ul>	33	44.6
	<ul style="list-style-type: none"> <li>The student needed to translate the text from English into Thai while reading, so using Thai would make things easier for him since he did not have to translate the text by himself again.</li> </ul>	18	24.3
	<ul style="list-style-type: none"> <li>The use of Thai helped the student fully understand the text much more than the use of English because it was his mother tongue. One student wrote, 'This subject is very difficult, so it's sensible to use Thai as a means of instruction and explanation.'</li> </ul>	13	17.6
	<ul style="list-style-type: none"> <li>The student was able to answer the questions more easily if he used Thai in discussion. It was difficult for the student to express ideas in sentences. One student wrote, 'If we discuss things in Thai first, we will be able to express our ideas like what we are thinking in mind. But if we have a discussion in English, it would prevent us from getting the best answers, since we cannot express ideas in English.'</li> </ul>	9	12.2
3	<ul style="list-style-type: none"> <li>The use of Thai could not enable the student to understand some points in the text, and English should be used in this situation.</li> </ul>	1	1.3
<b>Total</b>		<b>74</b>	<b>100</b>



2. To what extent did the small group discussion contribute to text understanding?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (26)	0	0	0	4	15	6	1
Group 2 (28)	0	0	1	2	14	10	1
Group 4 (20)	0	0	0	1	16	0	3
Total = 74	0	0	1	7	45	16	5
Percent	0	0	1.4	9.5	60.8	21.6	6.7

2.1 Please explain the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>Group discussion was beneficial to the student's text understanding because he had opportunities to exchange ideas and knowledge with each other. The student believed that each individual was competent in different skills and knowledge, so working collaboratively could help him learn from other members. This contributed to better text understanding. Overall, the student was not able to understand the text and the tasks by himself, but by talking with other students. He was stimulated to think of the answers and gained more text understanding. One student wrote, 'Sometimes when we did not understand something, my friends could help clarify things for me. Sometimes I also had opportunities to teach my friends and this was a way to improve my reading proficiency and enabled me to understand that particular task better.'</li> </ul>	66	89.2
3	<ul style="list-style-type: none"> <li>The same as the comments provided above.</li> </ul>	7	9.5
0-2	<ul style="list-style-type: none"> <li>Sometimes, other group members did not contribute to the tasks and did not share their ideas. Some of them also did not pay much attention to the lessons.</li> </ul>	1	1.3
Total responses		74	100

3. Did you want to use English instead of Thai as a means of instruction and discussion?

	<b>Yes</b>	<b>No</b>	<b>Both</b>
Group 1 (26)	14	12	0
Group 2 (26)	16	9	1
Group 4 (20)	13	6	1
Total = 72	43	27	2
Percent	59.7	37.5	2.8

	N	Percent
Total	74	100
Respondents	72	97.3
Missing	2	2.7

3.1. Please explain the reason(s) why you felt that way.

	Students' written responses	N	Percent
<b>YES</b>	<ul style="list-style-type: none"> <li>The student wanted to practise his speaking and listening skills. He would like to improve his overall English proficiency. He thought that the use of English as a means of instruction could enable him to develop his speaking and thinking in English. One student commented, 'This course is an English course. If both teacher and students use Thai only, I think there is no need for us to go to class.'</li> </ul>	43	59.7
<b>NO</b>	<ul style="list-style-type: none"> <li>The student's English proficiency was poor and he was not confident in using English to talk about the text. Due to poor proficiency, the use of Thai could help him understand the text more easily than the use of English. Sample quotations are 'I prefer the use of Thai in discussion and explanation part because this is a reading not speaking course. Moreover, the text in each unit was not something we talk about in our daily life. I think we are not going to discuss about these topics in English in our real life', 'The use of English might lead to our failure in the EG 221 course' and 'The use of English may cause me more difficulties in this course. I think I wouldn't understand the text and may encounter difficulties in answering the questions'.</li> </ul>	21	29.2
	<ul style="list-style-type: none"> <li>The student was afraid that he might not be able to understand what the teacher said, if the teacher explained the text in English.</li> </ul>	6	8.3
<b>Both</b>	<ul style="list-style-type: none"> <li>A combination of English and Thai was the best solution.</li> </ul>	2	2.8
<b>Total responses</b>		<b>72</b>	<b>100</b>

## Questionnaires for the Use-of-English Groups (2<sup>nd</sup> implementation)

The total number of the students who completed this set of questionnaires was 47. Similar to the use-of-Thai groups, the students in Groups 3 and 5 were asked to complete the questionnaires outside class after they completed the last unit and to return them in the following class.

1. To what extent did the use of English as a means of instruction and discussion help you understand the text?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 3 (25)	0	0	2	7	14	1	1
Group 5 (22)	0	0	4	13	4	1	0
Total = 47	0	0	6	20	18	2	1
Percent	0	0	12.8	42.6	38.3	4.2	2.1

1. 1. Please state the reason(s) why you felt that way.

<b>Scales</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
4-6	<ul style="list-style-type: none"> <li>The use of English in the classroom provided the student with opportunities to practise his speaking and listening skills.</li> </ul>	16	34
	<ul style="list-style-type: none"> <li>The use of English enabled the student to naturally pick up some new vocabulary. He could learn new words in the text if he had opportunities to discuss them in English. He would be able to practise using the vocabulary in the text in real situations in a meaningful way.</li> </ul>	3	6.4
	<ul style="list-style-type: none"> <li>Retelling the text to other students in English could help the student deeply understand the text. One student said, 'The text was written in English, so only discussion in English could make me understand it better.'</li> </ul>	2	4.3
3	<ul style="list-style-type: none"> <li>The use of English in the classroom provided the student with opportunities to practise his speaking and listening skills.</li> </ul>	15	31.9
	<ul style="list-style-type: none"> <li>The use of English exacerbated the text difficulty. The student felt that it would be easier to use Thai to talk about the text, since the vocabulary and sentence structures were difficult. He needed the teacher to translate the text for him and this enhanced his text understanding.</li> </ul>	5	10.6
0-2	<ul style="list-style-type: none"> <li>The use of English exacerbated the text difficulty. The student felt that it would be easier to use Thai to talk about the text, since the vocabulary and sentence structures were difficult. He needed the teacher to translate the text for him and this could</li> </ul>	3	6.4

	<ul style="list-style-type: none"> <li>enhance his text understanding. The student was not able to express ideas in English and sometimes did not clearly understand what the teacher said if the teacher used English.</li> </ul>	3	6.4
Total responses		47	100

2. To what extent did you use English in text discussion?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 3 (25)	0	1	6	15	3	0	0
Group 5 (22)	0	2	9	5	4	1	1
Total = 47	0	3	15	20	7	1	1
Percent	0	6.4	31.9	42.6	14.9	2.1	2.1

3. To what extent did the small group discussion contribute to text understanding?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 3 (25)	0	0	0	12	10	2	1
Group 5 (22)	0	0	0	2	14	5	1
Total = 47	0	0	0	14	24	7	2
Percent	0	0	0	29.8	51.1	14.9	4.2

3.1 Please state the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
4-6	<ul style="list-style-type: none"> <li>The student had opportunities to consult and share ideas with other students about the text and tasks. While working in groups, he could ask questions and explain the text to other members. The student felt that working collaboratively contributed to greater understanding and success of his work.</li> </ul>	33	70.2
3	<ul style="list-style-type: none"> <li>The student had opportunities to interact with other students by asking and answering each other questions, explaining and clarifying difficult part of the text to each other. These interactions facilitated text understanding.</li> </ul>	10	21.3
	<ul style="list-style-type: none"> <li>Working in groups was good since the student had opportunities exchange ideas with other students; however, the number of students in each group should not be more than four or five; otherwise, they would not be able to equally contribute to the task.</li> </ul>	4	8.5
Total responses		47	100

4. Did you want to use Thai instead of English as a means of instruction and discussion?

	Yes	No
Group 3 (25)	13	12
Group 5 (22)	15	7
Total = 47	28	19
Percent	59.6	40.4

4.1. Please explain the reason(s) why you felt that way.

Scales	Students' written responses	N	Percent
<b>YES</b>	<ul style="list-style-type: none"> <li>The use of Thai as a means of instruction and explanation tended to enhance the student's text understanding. The student found the texts difficult, so the use of Thai in explanation and discussion could ease the text difficulty. This was because he did not have to struggle translating the text. One student commented, 'If the use of Thai helps everybody understand each other better and faster, I don't think it's wrong to use Thai. I think we should use Thai in group discussion and maybe English sometimes when we discuss the text as a whole class activity.'</li> </ul>	21	44.7
	<ul style="list-style-type: none"> <li>The use of Thai could prevent any miscommunication between the teacher and students. The student could clearly understand the teacher's explanation if Thai was used.</li> </ul>	7	14.9
<b>NO</b>	<ul style="list-style-type: none"> <li>The use of English could improve the student's overall English proficiency, particularly his speaking and listening skills. Sample quotations are 'We are studying English so I should try to use English as much as possible', 'I want to improve my English proficiency', 'Using English now has benefits in the long run', 'The use of Thai enables us to understand the text easier, but if we use only Thai, it might be even more difficult for us to recall the text and express ourselves in English.'</li> </ul>	10	21.3
	<ul style="list-style-type: none"> <li>The student could learn more new vocabulary if he used English in the classroom.</li> </ul>	7	14.9
	<ul style="list-style-type: none"> <li>Discussing the text in English was likely to enhance the student's text understanding.</li> </ul>	2	4.2
Total responses		47	100

## **Appendix 18**

Summary of tasks-in-process questionnaires: The second cycle

## Summary of Tasks-in-Process Questionnaires: The Second Cycle

### UNIT ONE: *Movie Makers at Crossroads*

#### Task One: Predicting What the Text will be about from the Title and Lead-in

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (18) (PM Version)	0	0	1	5	11	1	0
Group 2 (29) (PM Version)	0	0	1	1	20	5	2
Total = 47	0	0	2	6	31	6	2
Percent	0	0	4.2	12.8	66	12.8	4.2
Group 3 (28) (TS Version)	0	1	2	6	18	1	0
Group 4 (28) (TS Version)	0	0	0	2	19	7	0
Total = 56	0	1	2	8	37	8	0
Percent	0	1.8	3.6	14.3	66	14.3	0
Total = 103	0	1	4	14	68	14	2
Percent	0	1.0	3.9	13.6	66	13.6	1.9

1.1 Please state the reasons for your choice.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
<b>PM Groups</b>	4-6:		
	<ul style="list-style-type: none"> <li>The task guided the student through what the text would be generally about by instructing him to only focus on the title and lead-in. One student said, 'Predicting what the text will be about from the title and lead-in is my new way of reading. I have never done it before'.</li> </ul>	23	48.9
	<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	9	19.2
	<ul style="list-style-type: none"> <li>The task itself was enjoyable. It was fun working on this task.</li> </ul>	3	6.4
	<ul style="list-style-type: none"> <li>The task increased the student's ability to ask questions about the title and lead-in and to express his ideas in English.</li> </ul>	2	4.3
	<ul style="list-style-type: none"> <li>The student practised interpreting the meaning of sentences. This could be applicable to the student's everyday reading.</li> </ul>	2	4.3

	3: <ul style="list-style-type: none"> <li>▪ The task enabled the student to predict what the text would be about from the title and lead-in.</li> <li>▪ There were a few key words which guided the student through the text content.</li> <li>▪ This strategy was irrelevant to reading.</li> <li>▪ The student was not able to understand what the teacher said.</li> </ul> 0-2: <ul style="list-style-type: none"> <li>▪ The task was not helpful and did not help the student improve reading proficiency.</li> <li>▪ The student was asked to think about the text rather than to read it.</li> </ul>	3 1 1 1  1 1	6.4 2.1 2.1 2.1  2.1 2.1
Total		47	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>▪ The task enabled the student to predict what the text would be about from the title and lead-in.</li> <li>▪ The student learnt new vocabulary.</li> <li>▪ The student was motivated to think; however, he encountered difficulties in understanding what the teacher said.</li> <li>▪ The teacher provided a detailed and clear explanation.</li> </ul> 3: <ul style="list-style-type: none"> <li>▪ The student was not able to translate the meaning of words in the text and did not understand the teacher's questions.</li> <li>▪ The student has never seen the movie <i>House of Flying Daggers</i> and found the movie uninteresting.</li> <li>▪ The student felt that his prediction might not be correct and found this activity a waste of time.</li> <li>▪ The lead-in should have contained more key words the student could make use of.</li> </ul> 0-2: <ul style="list-style-type: none"> <li>▪ The vocabulary was difficult.</li> </ul>	25 15 3  2  3 2 2 1  1	44.6 26.8 5.4  3.6  5.4 3.6 3.6 1.7  1.7
Total responses		54	96.4
Missing		2	3.6
Total		56	100



## 2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (18) (PM Version)	0	1	1	8	8	0	0
Group 2 (29) (PM Version)	0	0	0	4	20	4	1
Total = 47	0	1	1	12	28	4	1
Percent	0	2.1	2.1	25.5	59.6	8.6	2.1
Group 3 (28) (TS Version)	0	1	3	19	5	0	0
Group 4 (28) (TS Version)	0	0	0	6	19	3	0
Total = 56	0	1	3	25	24	3	0
Percent	0	1.8	5.4	44.6	42.8	5.4	0
Total = 103	0	2	4	37	52	7	1
Percent	0	1.9	3.9	35.9	50.5	6.8	1

### 2.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ The task was motivating, interesting and fun.	11	23.4
	▪ The student enjoyed working in pairs and groups because he had opportunities to share knowledge and practise organise his ideas through interactions with others.	10	21.3
	▪ The task stimulated the student to think a lot.	9	19.1
	▪ The text was interesting.	2	4.3
	▪ The student participated in the task and the teacher was also willing to explain some difficult points.	1	2.1
	3:		
	▪ The student did not find the task necessary, though it was helpful in terms of thinking.	3	6.4
	▪ The student had opportunities to practise his English after not using it for a long time.	3	6.4
	▪ Group and pair work was enjoyable.	3	6.4
	▪ The classroom atmosphere was problematic, since it was silent and there was little cooperation from the class. One student said, 'The classroom atmosphere was very silent. This probably was because most students did not know each other'.	2	4.3
	▪ The student had difficulty working on the task because he did not comprehend the text.	1	2.1
	0-2:		
	▪ The task was enjoyable. The student did not feel sleepy.	1	2.1

	<ul style="list-style-type: none"> <li>The student had experienced this kind of task before, so it was not something new to him.</li> </ul>	1	2.1
Total responses		47	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>The student enjoyed the teacher's way of teaching. The teacher created a pleasant classroom atmosphere.</li> </ul>	6	10.7
	<ul style="list-style-type: none"> <li>Working in groups was enjoyable because the student could exchange and share ideas.</li> </ul>	5	8.9
	<ul style="list-style-type: none"> <li>The text was interesting and close to the student's background knowledge.</li> </ul>	4	7.1
	<ul style="list-style-type: none"> <li>The student became involved with the task because he could practise posing and answering the questions. As a result of task involvement, he found the task enjoyable.</li> </ul>	4	7.1
	<ul style="list-style-type: none"> <li>The task motivated the student to think.</li> </ul>	3	5.4
	<ul style="list-style-type: none"> <li>The vocabulary was not much difficult.</li> </ul>	3	5.4
	<ul style="list-style-type: none"> <li>The student had exposure to English</li> </ul>	2	3.6
	3:		
	<ul style="list-style-type: none"> <li>Group work was enjoyable because the student could exchange ideas.</li> </ul>	9	16
	<ul style="list-style-type: none"> <li>The text was enjoyable, but the student could not understand what the teacher said.</li> </ul>	5	8.9
	<ul style="list-style-type: none"> <li>The student was required to guess the meaning of unknown words without using a dictionary.</li> </ul>	3	5.4
	<ul style="list-style-type: none"> <li>The classroom atmosphere was stressful and not enjoyable.</li> </ul>	2	3.6
	<ul style="list-style-type: none"> <li>Even though the student did not quite understand the text, the teacher's teaching was very enjoyable.</li> </ul>	2	3.6
	0-2:		
	<ul style="list-style-type: none"> <li>The student was not interested in Chinese movies and had never seen them.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The student did not understand the text.</li> </ul>	1	1.8
Total responses		50	89.3
Missing		6	10.7
Total		56	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (18) (PM Version)	0	17	1
Group 2 (29) (PM Version)	0	26	3
Total = 47	0	43	4
Percent	0	91.5	8.5

Group 3 (28) (TS Version)	0	25	3
Group 4 (28) (TS Version)	0	20	8
Total = 56	0	45	11
Percent	0	80.4	19.6
Total = 103	0	88	15
Percent	0	85.4	14.6

3.1 If you found the language ‘too difficult’, explain the reasons why you felt that way.

Students’ written responses	Frequency	Percent	Valid Percent
PM Groups:			
▪ Being unable to express ideas in English	8	17	57.1
▪ Difficult vocabulary	3	6.4	21.4
▪ Complicated sentence structures	3	6.4	21.4
Total (N=47)	14	29.8	100
TS Groups:			
▪ Being unable to express ideas in English	20	35.7	55.6
▪ Complicated sentence structures	10	17.9	27.8
▪ Difficult vocabulary	6	10.7	16.7
Total (N=56)	36	64.3	100
Total (103)	50	48.5	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (18) (PM Version)	1	17
Group 2 (29) (PM Version)	4	25
Total = 47	5	42
Percent	10.6	89.4
Group 3 (28) (TS Version)	6	22
Group 4 (28) (TS Version)	6	22
Total = 56	12	44
Percent	21.4	78.6
Total = 103	17	86
Percent	16.5	83.5

4.1 If you answered 'YES', what made you felt that way?

Students' written responses	Frequency	Percent	Valid Percent
PM Groups:			
▪ Not having sufficient explanation	4	8.5	66.7
▪ Being unable to think of questions about the title and lead-in	1	2.1	16.7
▪ Having poor English proficiency	1	2.1	16.7
Total (N=47)	6	12.8	100
TS Groups:			
▪ Not having sufficient explanation	7	12.5	58.3
▪ Being unable to understand what the teacher said	5	8.9	41.7
Total (N=56)	12	21.4	100
Total (103)	18	17.5	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	I would like to have more help from the teacher	I would like to have less help from the teacher	I think the amount of help is fine
Group 1 (18) (PM Version)	5	0	13
Group 2 (29) (PM Version)	13	0	16
Total = 47	18	0	29
Percent	38.3	0	61.7
Group 3 (28) (TS Version)	8	0	20
Group 4 (28) (TS Version)	22	0	6
Total = 56	30	0	26
Percent	53.6	0	46.4
Total = 103	48	0	55
Percent	46.6	0	53.4

5.1 Please explain the reasons why you would like to have more help from the teacher.

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ Being unable to express ideas in English	8	17.1	44.4
▪ Being unable to translate the text	4	8.5	22.2
▪ Being unable to understand what the teacher said	2	4.3	11
▪ Not clearly understanding the meaning of words	1	2.1	5.6
▪ Not being encouraged by the teacher	1	2.1	5.6

<ul style="list-style-type: none"> <li>▪ Not getting used to the teacher's teaching style</li> <li>▪ Not having sufficient explanation of how to work on the task from the teacher</li> </ul>	1	2.1	5.6
	1	2.1	5.6
Total (N=47)	18	38.3	100
TS Groups:			
<ul style="list-style-type: none"> <li>▪ Being unable to express ideas in English</li> <li>▪ Not understanding the meaning of the key words</li> <li>▪ Being unable to translate the text</li> </ul>	16	28.6	53.4
	10	17.9	33.3
	4	7.1	13.3
Total (N=56)	30	53.6	100
Total (103)	48	46.6	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (18) (PM Version)	16	2
Group 2 (29) (PM Version)	26	3
Total = 47	42	5
Percent	89.4	10.6
Group 3 (28) (TS Version)	26	2
Group 4 (28) (TS Version)	27	1
Total = 56	53	3
Percent	94.6	5.4
Total = 103	95	8
Percent	92.2	7.8

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent
PM Groups:		
<ul style="list-style-type: none"> <li>▪ The task was enjoyable because the student had opportunities to think, share ideas and interact with classmates.</li> <li>▪ The text was interesting.</li> <li>▪ The task improved the student's reading proficiency and his ability to predict and guess the meaning of difficult words.</li> <li>▪ The student learnt new vocabulary</li> <li>▪ The illustrations provided were very helpful to the student's prediction</li> <li>▪ The task was enjoyable, since it did not take too much time</li> <li>▪ The student learnt a new and simple technique of</li> </ul>	19	40.5
	6	12.9
	4	8.5
	4	8.5
	3	6.5
	2	4.2
	2	4.2

<ul style="list-style-type: none"> <li>how to read the text.</li> <li>▪ The strategy explanation enabled the student to understand how to predict.</li> <li>▪ The task was a good start of reading activities.</li> <li>▪ The task motivated the student to stay alert.</li> <li>▪ The teacher explained the text very clearly</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>1</p>	<p>4.2</p> <p>4.2</p> <p>4.2</p> <p>2.1</p>
<b>Total</b>	<b>47</b>	<b>100</b>
TS Groups: <ul style="list-style-type: none"> <li>▪ There were interactions between the teacher and students.</li> <li>▪ The student learnt new vocabulary and expressions.</li> <li>▪ The teacher motivated the students to think and to ask questions. Her teaching was enjoyable.</li> <li>▪ The student had opportunities to practise his listening skills.</li> <li>▪ The student could improve his thinking ability.</li> <li>▪ The text was interesting.</li> <li>▪ The task introduced some reading tips and enabled the student to improve his use of strategies, such as ‘guessing meaning of unknown words’ and ‘predicting’.</li> <li>▪ There were colourful and interesting illustrations.</li> <li>▪ Having the opportunity to express ideas increased the student’s confidence in reading.</li> <li>▪ Working on the task as a whole class activity was not stressful</li> </ul>	<p>13</p> <p>11</p> <p>8</p> <p>5</p> <p>5</p> <p>5</p> <p>4</p> <p>2</p> <p>2</p> <p>1</p>	<p>23.2</p> <p>19.7</p> <p>14.3</p> <p>8.9</p> <p>8.9</p> <p>8.9</p> <p>7.1</p> <p>3.6</p> <p>3.6</p> <p>1.8</p>
<b>Total (N=56)</b>	<b>56</b>	<b>100</b>
<b>Total (103)</b>	<b>103</b>	<b>100</b>

8. Can you write one thing you disliked about the task?

<b>Students’ written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups <ul style="list-style-type: none"> <li>▪ The vocabulary was difficult.</li> <li>▪ The classroom atmosphere was quite silent and this made the student become inactive in the classroom activities. There was little cooperation from the teacher.</li> <li>▪ The student was not able to think of the questions and express ideas in English.</li> <li>▪ The student spent too much time on this task.</li> <li>▪ The time spent on the task was limited.</li> <li>▪ There were a few clues in the title and lead-in, so it was difficult for the student to predict the text content.</li> </ul>	<p>5</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>2</p>	<p>10.5</p> <p>6.4</p> <p>6.4</p> <p>6.4</p> <p>4.3</p> <p>4.3</p>
<b>Total responses</b>	<b>18</b>	<b>38.3</b>
<b>Missing</b>	<b>29</b>	<b>61.7</b>
<b>Total</b>	<b>47</b>	<b>100</b>

TS Groups:		
▪ The teacher asked the students one-by-one to answer the questions. The student found it pressure and stress.	6	10.7
▪ The student was not able to translate some words because the teacher used a lot of English.	4	7.1
▪ The student could not clearly answer the questions because he had never seen the movie.	3	5.3
▪ The student could not express ideas in English.	2	3.6
▪ Some words were too difficult.	2	3.6
▪ The task was time-consuming.	2	3.6
▪ There was little cooperation from the whole class. The classroom atmosphere was quite silent.	2	3.6
Total responses	21	37.5
Missing	35	62.5
Total	56	100

### Task Five: Identifying the Topic Sentence and Topic

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (25) (PM Version)	0	0	0	5	16	4	0
Group 2 (28) (PM Version)	0	0	1	6	16	4	1
Total = 53	0	0	1	11	32	8	1
Percent	0	0	1.9	20.7	60.4	15.1	1.9
Group 3 (26) (TS Version)	0	1	0	4	16	5	0
Group 4 (28) (TS Version)	0	0	1	0	18	6	3
Total = 54	0	1	1	4	34	11	3
Percent	0	1.8	1.8	7.4	63	20.4	5.6
Total = 107	0	1	2	15	66	19	4
Percent	0	0.9	1.9	14	61.7	17.8	3.7

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The task enabled the student to understand the text better.	21	39.6
	▪ The task enabled the student to find the topic sentence and topic.	11	20.7
	▪ The student learnt new vocabulary.	5	9.3
	▪ The text was interesting and not too difficult.	3	5.7

	<p>One student said, 'The text was not too academic and not boring'.</p> <ul style="list-style-type: none"> <li>▪ The task stimulated the student to think.</li> <li>▪ The student did not like the task much.</li> </ul>	2	3.8
		1	1.9
	3:		
	<ul style="list-style-type: none"> <li>▪ The student did not understand the meaning of some words and could not translate the text. One student said, 'I would like the teacher to summarise the text again because I don't fully understand it'.</li> </ul>	3	5.7
	<ul style="list-style-type: none"> <li>▪ The student did not quite understand how to find the topic sentence, but felt that his overall reading proficiency improved.</li> </ul>	2	3.8
	<ul style="list-style-type: none"> <li>▪ The task enabled the student to read and to identify the topic sentence better.</li> </ul>	2	3.8
	<ul style="list-style-type: none"> <li>▪ Sometimes the teacher spoke too fast and the student could not follow what the teacher said.</li> </ul>	1	1.9
	<ul style="list-style-type: none"> <li>▪ The text was about a general topic.</li> </ul>	1	1.9
	0-2:		
	<ul style="list-style-type: none"> <li>▪ The student did not understand the text.</li> </ul>	1	1.9
Total responses		53	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>▪ The task enabled the student to find the topic sentence and topic.</li> </ul>	18	33.4
	<ul style="list-style-type: none"> <li>▪ The student could understand the text better after completing the task.</li> </ul>	15	27.8
	<ul style="list-style-type: none"> <li>▪ The student gained knowledge about vocabulary and grammar. One student explained that he had the opportunity to review some grammatical patterns.</li> </ul>	5	9.3
	<ul style="list-style-type: none"> <li>▪ The task stimulated the student to think as well as to read the text.</li> </ul>	3	5.7
	<ul style="list-style-type: none"> <li>▪ The teacher provided the student with many examples and guided them through how to extract the main idea.</li> </ul>	2	3.7
	<ul style="list-style-type: none"> <li>▪ The task was enjoyable.</li> </ul>	1	1.8
	3:		
	<ul style="list-style-type: none"> <li>▪ The task asked the student to read the same text.</li> </ul>	2	3.7
	<ul style="list-style-type: none"> <li>▪ The student was not able to find the topic sentence, because the text was complicated and difficult to understand.</li> </ul>	2	3.7
	0-2:		
	<ul style="list-style-type: none"> <li>▪ The student did not understand the text.</li> </ul>	2	3.7
Total responses		50	92.6
Missing		4	7.4
Total		54	100



## 2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (25) (PM Version)	0	0	2	14	9	0	0
Group 2 (28) (PM Version)	0	0	1	17	9	1	0
Total = 53	0	0	3	31	18	1	0
Percent	0	0	5.7	58.5	34	1.8	0
Group 3 (26) (TS Version)	1	0	2	13	8	2	0
Group 4 (28) (TS Version)	0	0	2	8	16	2	0
Total = 54	1	0	4	21	24	4	0
Percent	1.9	0	7.4	38.9	44.4	7.4	0
Total = 107	1	0	7	52	42	5	0
Percent	0.9	0	6.5	48.6	39.3	4.7	0

### 2.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ Group work was enjoyable because the student could become involved with the task by exchanging his ideas and discussing the text with other students. One student explained that group discussion facilitated text understanding.	10	18.9
	▪ The text was interesting and easy to understand.	4	7.5
	▪ The teacher paid attention to each student and was willing to answer the questions.	2	3.8
	▪ The task motivated the student to think.	2	3.8
	▪ The student had opportunities to practise extracting the main idea.	1	1.9
	3:		
	▪ Group work was enjoyable. One student said, 'I've never got bored working with others'.	7	13.2
	▪ The student was not able to find the topic sentence.	7	13.2
	▪ The student did not prefer a learner-centred but teacher-centred way of teaching. One student said, 'There was nothing much going on. The students were told to work on their own without much help from the teacher'.	4	7.5
	▪ The task was a little bit difficult.	4	7.5
	▪ The task stimulated the student to think.	4	7.5
	▪ The student became involved with the task.	2	3.8
	▪ The teacher spent too much time on the task.	2	3.8
	▪ The student did not get used to the teacher's way of teaching.	1	1.9

	0-2:		
	<ul style="list-style-type: none"> <li>The task was quite boring. Teacher A did not entertain the class.</li> </ul>	2	3.8
	<ul style="list-style-type: none"> <li>The student was not able to find the topic sentence.</li> </ul>	1	1.9
Total responses		53	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>The student could understand the text because the task provided him with a good practice. One student commented, 'The task was considered a self-test. I became aware of how much I understood the text. To me, working on the task helped me improve my reading and it was also challenging'.</li> </ul>	8	14.8
	<ul style="list-style-type: none"> <li>The student enjoyed the teacher's teaching. One student wrote, 'I really had a good time when I studied with Teacher B, as she never put pressure on students'. Another student explained, 'Teacher B always took part in the task and helped facilitated students' understanding. Her teaching was enjoyable and this made students feel like they were having a fun time, while studying with her'.</li> </ul>	7	13
	<ul style="list-style-type: none"> <li>The task stimulated the student to think.</li> </ul>	5	9.3
	<ul style="list-style-type: none"> <li>The student had opportunities to discuss and exchange ideas with other students.</li> </ul>	4	7.4
	<ul style="list-style-type: none"> <li>The text was close to the student's background knowledge. It was easy for the student to talk about the text with others.</li> </ul>	2	3.7
	<ul style="list-style-type: none"> <li>The task built up the student's English proficiency.</li> </ul>	2	3.7
	3:		
	<ul style="list-style-type: none"> <li>Group work was enjoyable.</li> </ul>	8	14.8
	<ul style="list-style-type: none"> <li>Teacher B did not put pressure on students but always encouraged them to answer the questions and paid them compliments.</li> </ul>	3	5.6
	<ul style="list-style-type: none"> <li>The student was not able to find the topic sentence because he did not clearly understand the meaning of unknown words.</li> </ul>	3	5.6
	<ul style="list-style-type: none"> <li>The task stimulated the student to think.</li> </ul>	3	5.6
	<ul style="list-style-type: none"> <li>The task was quite time-consuming.</li> </ul>	2	3.7
	0-2:		
	<ul style="list-style-type: none"> <li>The classroom atmosphere was not friendly (Group 3).</li> </ul>	2	3.7
	<ul style="list-style-type: none"> <li>The text was not interesting.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The task focused on the only one text.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The student could not follow what the teacher said.</li> </ul>	1	1.8
Total responses		52	96.3
Missing		2	3.7
Total		54	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	<b>Too easy</b>	<b>Appropriate to my level</b>	<b>Too difficult</b>
Group 1 (25) (PM Version)	1	20	4
Group 2 (28) (PM Version)	0	20	8
<b>Total = 53</b>	<b>1</b>	<b>40</b>	<b>12</b>
<b>Percent</b>	<b>1.9</b>	<b>75.5</b>	<b>22.6</b>
Group 3 (26) (TS Version)	0	25	1
Group 4 (28) (TS Version)	0	20	8
<b>Total = 54</b>	<b>0</b>	<b>45</b>	<b>9</b>
<b>Percent</b>	<b>0</b>	<b>83.3</b>	<b>16.7</b>
<b>Total = 107</b>	<b>1</b>	<b>85</b>	<b>21</b>
<b>Percent</b>	<b>1</b>	<b>79.4</b>	<b>19.6</b>

3.1 If you found the language ‘too difficult’, explain the reasons why you felt that way.

<b>Students’ written responses</b>	<b>Frequency</b>	<b>Percent (N=53)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	10	18.8	71.4
▪ The student could neither understand nor translate the text.	2	3.8	14.3
▪ The sentence structures were complicated.	2	3.8	14.3
<b>Total responses</b>	<b>14</b>	<b>26.4</b>	<b>100</b>
TS Groups:			
▪ The vocabulary was difficult.	11	20.4	78.6
▪ The sentence structures were complicated.	3	5.6	21.4
<b>Total responses (Total N=54)</b>	<b>14</b>	<b>26</b>	<b>100</b>
<b>Total (107)</b>	<b>28</b>	<b>26.2</b>	

4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (25) (PM Version)	0	25
Group 2 (28) (PM Version)	2	26
<b>Total = 53</b>	<b>2</b>	<b>51</b>
<b>Percent</b>	<b>3.8</b>	<b>96.2</b>
Group 3 (26) (TS Version)	1	25
Group 4 (28) (TS Version)	9	19

Total = 54	10	44
Percent	18.5	81.5
Total = 107	12	95
Percent	11.2	88.8

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=53)</b>	<b>Valid Percent</b>
PM Groups: ▪ The time was limited.	2	3.8	100
Total responses	2	3.8	100
TS Groups: ▪ The student had difficulties in translating the text. ▪ The student could not follow Teacher B's explanation. ▪ The student could not express ideas in English.	9 3 1	16.7 5.6 1.8	69.2 23.1 7.7
Total responses (Total N=54)	13	24.1	100
Total (107)	15	14.6	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (25) (PM Version)	8	0	17
Group 2 (28) (PM Version)	12	0	16
Total = 53	20	0	33
Percent	37.7	0	62.3
Group 3 (26) (TS Version)	4	0	22
Group 4 (28) (TS Version)	13	0	15
Total = 54	17	0	37
Percent	31.5	0	68.5
Total = 107	37	0	70
Percent	34.6	0	65.4

5.1 Please provide the reasons why you would like to have more help from the teacher.

Students' written responses	Frequency	Percent (N=53)	Valid Percent
PM Groups:			
▪ Having poor English proficiency	7	13.2	35
▪ Being unable to understand the meaning of unknown words	4	7.5	20
▪ Not being able to extract the main idea of the text	4	7.5	20
▪ Being a slow learner and needing more practice	3	5.7	15
▪ Being unable to write grammatically correct sentences	2	3.8	10
Total responses	20	37.7	100
TS Groups:			
▪ Being unable to understand and translate the text	6	11.1	35.3
▪ Being unable to follow Teacher B's explanation	4	7.4	23.5
▪ Being unable to find the topic sentence	3	5.6	17.6
▪ Not understanding how to work on the task. The teacher should have explained what the students have to do before asking them to work independently.	2	3.7	11.8
▪ Having poor English proficiency	2	3.7	11.8
Total responses (Total N=54)	17	31.5	100
Total (107)	37	34.6	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (25) (PM Version)	24	1
Group 2 (28) (PM Version)	27	1
Total = 53	51	2
Percent	96.2	3.8
Group 3 (26) (TS Version)	25	1
Group 4 (28) (TS Version)	27	1
Total = 54	52	2
Percent	96.3	3.7
Total = 107	103	4
Percent	96.3	3.7

7. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=53)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had opportunities to work in groups. One student explained that he had a chance to listen to other students' ideas and share his ideas with them.	15	28.3	31.3
▪ The text was interesting and not too difficult.	7	13.2	14.6
▪ The student could practise extracting the main idea	6	11.3	12.5
▪ The task stimulated the student to practise thinking.	6	11.3	12.5
▪ The student learnt more new vocabulary.	3	5.7	6.2
▪ The teacher always motivated the class to participate in the task and give them some useful tips in reading.	3	5.7	6.2
▪ The student was able to understand the text better after completing the task.	3	5.7	6.2
▪ The student enjoyed the task because he had the opportunity to work independently.	2	3.8	4.2
▪ The task was enjoyable.	2	3.8	4.2
▪ The student had enough time to work on the task.	1	1.8	2.1
<b>Total responses</b>	<b>48</b>	<b>90.6</b>	<b>100</b>
Missing	5	9.4	
<b>Total</b>	<b>53</b>	<b>100</b>	
TS Groups:			
▪ Working in groups was useful to the student's comprehension because he had opportunities to discuss and share ideas with other students. One student said, 'Group work facilitated my text understanding and enabled every member to have involvement and contribution to the task'.	14	25.9	26.9
▪ The student enjoyed Teacher B's teaching. He explained that Teacher B explained things very clearly and was willing to explain the word meaning and helped them translate the text. She also never put pressure on them.	11	20.4	21.2
▪ The student had opportunities to practise thinking and analysing the text content and this facilitated text understanding.	8	14.8	15.4
▪ The examples provided in the task were useful.	7	13	13.5
▪ The student had opportunities to practise finding the main idea of the text. This enabled him to read better.	7	13	13.5
▪ The text was enjoyable.	3	5.5	5.7
▪ The student could understand and follow the lesson more.	2	3.7	3.8

Total responses (Total N=54)	52	96.3	100
Missing	2	3.7	
Total	54	100	
Total (107)	100		

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=53)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult, so the student could not translate the text.	5	9.4	31.3
▪ The student thought that the task was boring and repetitive. He found the classroom atmosphere silent and boring.	5	9.4	31.3
▪ It was difficult to decide which sentence was the topic sentence.	2	3.8	12.5
▪ The time was not enough for the student to complete the task.	2	3.8	12.5
▪ The student disliked reading the text on his own.	1	1.9	6.2
▪ Too much reading was boring for the student.	1	1.9	6.2
Total responses	16	30.2	100
Missing	37	69.8	
Total	53	100	
TS Groups:			
▪ The vocabulary was difficult. The student did not know the meaning of some words.	6	11.1	27.4
▪ The task was quite complicated and boring because the student had to read a lot.	4	7.4	18.2
▪ The student could not find the topic sentence.	3	5.6	13.6
▪ The classroom atmosphere was not enjoyable, as there was little cooperation from the class.	3	5.6	13.6
▪ The student was not able to express ideas in English.	2	3.7	9.1
▪ The student disliked presenting his ideas in front of the class.	2	3.7	9.1
▪ The teacher called the student one-by-one to answer the question.	1	1.8	4.5
▪ The time was quite limited.	1	1.8	4.5
Total responses	22	40.7	100
Missing	32	59.3	
Total	54	100	
Total (107)	107	100	

## Task Six: Intensive Reading

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (19) (PM Version)	0	0	0	7	10	2	0
Group 2 (29) (PM Version)	0	0	1	10	16	1	1
Total = 48	0	0	1	17	26	3	1
Percent	0	0	2.1	35.4	54.2	6.2	2.1
Group 3 (26) (TS Version)	0	0	1	6	17	2	0
Group 4 (27) (TS Version)	0	0	0	9	15	3	0
Total = 53	0	0	1	15	32	5	0
Percent	0	0	1.9	28.3	60.4	9.4	0
Total = 101	0	0	2	32	58	8	0
Percent	0	0	2	32	58	8	0

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student could understand the text better because he had to reread the text in order to achieve the task outcomes.	11	22.9
	▪ The task enabled the student to use the words he learnt from the text in a new context.	5	10.4
	▪ Completing the summary of part of the text helped improve the student's ability to interpret the text.	4	8.3
	▪ The task enabled the student to organise his ideas better.	3	6.3
	▪ The student felt more confident in extracting the main points.	3	6.3
	▪ The student had the opportunity to work independently.	2	4.2
	3:		
	▪ The student could understand the text better.	9	18.8
	▪ The student had difficulty extracting the main points in the text.	3	6.3
	▪ The task did not cover the whole text but only from paragraphs 18 to 21.	1	2.1
	▪ The task was difficult.	1	2.1
	▪ The student did not know how to express his ideas in English.	1	2.1
	▪ The task did not require the student to read much.	1	2.1
	0-2:		
	▪ The student did not know how to express ideas in English.	1	2.1



Total responses		45	94
Missing		3	6
Total		48	100
TS Groups	4-6:		
	▪ The task enabled the student to understand the text better, since he needed to reread the text in order to achieve the task outcomes.	11	20.8
	▪ The task stimulated the student to think deeply.	6	11.2
	▪ The task helped improve the student's vocabulary knowledge and his ability to guess the meaning of unknown words from context.	6	11.2
	▪ The student had the opportunity to work cooperatively with other students.	4	7.5
	▪ The teacher provided a clear explanation of the text.	3	5.7
	▪ The student had opportunities to practise translating the text.	3	5.7
	▪ The task was helpful, but the student did not know which type of words he needed to fill in and could not fully understand the text.	3	5.7
	▪ The task was very helpful for the coming exams.	1	1.9
	3:		
	▪ The student had difficulty expressing ideas in English. He was not able to think of words to fill in the blanks.	7	13.2
	▪ The student could understand the text better.	3	5.7
	▪ The text was quite difficult.	2	3.8
	▪ The student felt so sleepy, so he did not participate much in the task.	1	1.9
	0-2:		
	▪ The student did not know how to express ideas in English.	1	1.9
Total responses		51	96.2
Missing		2	3.8
Total		53	100

2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (19) (PM Version)	0	0	5	11	3	0	0
Group 2 (29) (PM Version)	0	0	3	17	6	3	0
Total = 48	0	0	8	28	9	3	0
Percent	0	0	16.7	58.3	18.8	6.2	0
Group 3 (26) (TS Version)	0	0	2	9	13	2	0
Group 4 (27) (TS Version)	0	0	5	7	13	2	0

Total = 53	0	0	7	16	26	4	0
Percent	0	0	13.2	30.2	49.1	7.5	0
Total = 101	0	0	15	44	35	7	0
Percent	0	0	14.8	43.6	34.6	7	0

2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	<b>4-6:</b>		
	▪ The student had opportunities to practise thinking and choosing words to fill in the blanks. One student said, 'It's better than to ask us to write the whole sentences only. I could practise thinking'.	7	14.6
	▪ Group work was enjoyable.	2	4.1
	▪ The task enabled the student to understand the text and sentence structures better.	2	4.1
	▪ The answers were flexible.	1	2.1
	<b>3:</b>		
	▪ Working with friends made the task less stressful but more enjoyable.	11	22.9
	▪ The student was not able to think of the answers much, but overall the task enabled him to understand the text better.	4	8.3
	▪ The text was quite difficult.	3	6.3
	▪ The task was difficult because the student could not think of words to fill in the blanks.	3	6.3
	▪ The task enabled the student to understand the text more.	3	6.3
	▪ There was little cooperation from the student.	1	2.1
	▪ There was nothing new in the task.	1	2.1
	▪ The answers were flexible.	1	2.1
	▪ The text content was enjoyable.	1	2.1
	<b>0-2:</b>		
	▪ There was nothing new in this task.		
	▪ The task was very boring.	2	4.1
	▪ The task was difficult, and the teacher did not provide a clear explanation.	2	4.1
	▪ The task was difficult. The student did not know which words he should fill in the blank.	1	2.1
	▪ It was enjoyable working in groups.	1	2.1
	▪ The student did not like working with new group members.	1	2.1
Total responses		48	100
TS Groups	<b>4-6:</b>		
	▪ Teacher B taught very well and provided a clear and simple explanation.	9	17
	▪ The student had opportunities to work cooperatively with other students.	5	9.4
	▪ The task enabled the student to understand the text	3	5.6

	<ul style="list-style-type: none"> <li>better.</li> <li>The student had the opportunity to practise translating the text.</li> <li>The student felt excited while waiting for the teacher to tell the right answers.</li> <li>The student could think of the answers.</li> <li>The student did not feel stressed out while studying and working on the task.</li> </ul>	3	5.6
		2	3.8
		2	3.8
		2	3.8
	3:		
	<ul style="list-style-type: none"> <li>The student had difficulty thinking of the right words to fill in the blanks. He was not able to express himself in English.</li> <li>Group work was enjoyable.</li> <li>The task enabled the student to understand the text better.</li> </ul>	8	15.1
		7	13.2
		2	3.8
	0-2:		
	<ul style="list-style-type: none"> <li>The student had difficulties in expressing his ideas in English</li> </ul>	7	13.2
Total responses		50	94.3
Missing		3	5.7
Total		53	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (19) (PM Version)	0	17	2
Group 2 (29) (PM Version)	0	20	9
Total = 48	0	37	11
Percent	0	77.1	22.9
Group 3 (26) (TS Version)	0	21	5
Group 4 (27) (TS Version)	0	19	8
Total = 53	0	40	13
Percent	0	75.5	24.5
Total = 101	0	77	24
Percent	0	76.2	23.8

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students’ written responses	N	Percent (N=48)	Valid Percent
PM Groups: <ul style="list-style-type: none"> <li>The student did not know to express ideas in English.</li> </ul>	7	14.6	63.6

<ul style="list-style-type: none"> <li>Some sentences were too difficult to understand.</li> </ul>	4	8.3	36.4
<b>Total responses</b>	<b>11</b>	<b>22.9</b>	<b>100</b>
TS Groups:			
<ul style="list-style-type: none"> <li>The student could not think of words to fill in the blanks. One student said, 'I knew very little vocabulary. I could understand the summary, but I could not write or find words to fill in the blanks'.</li> </ul>	10	18.9	76.9
<ul style="list-style-type: none"> <li>The student has done too much reading, so he could not remember what he had read.</li> </ul>	3	5.6	23.1
<b>Total responses (N=53)</b>	<b>13</b>	<b>24.5</b>	<b>100</b>

#### 4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (19) (PM Version)	3	16
Group 2 (29) (PM Version)	5	24
<b>Total = 48</b>	<b>8</b>	<b>40</b>
<b>Percent</b>	<b>16.7</b>	<b>83.3</b>
Group 3 (26) (TS Version)	4	22
Group 4 (27) (TS Version)	6	21
<b>Total = 53</b>	<b>10</b>	<b>43</b>
<b>Percent</b>	<b>18.9</b>	<b>81.1</b>
<b>Total = 101</b>	<b>18</b>	<b>83</b>
<b>Percent</b>	<b>17.8</b>	<b>82.2</b>

##### 4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=48)</b>	<b>Valid Percent</b>
PM Groups:			
<ul style="list-style-type: none"> <li>Some words were quite difficult.</li> </ul>	4	8.3	66.7
<ul style="list-style-type: none"> <li>Teacher A did not explain the text in detail.</li> </ul>	1	2.1	16.7
<ul style="list-style-type: none"> <li>It was difficult to think of words to fill in the blanks.</li> </ul>	1	2.1	16.7
<b>Total responses</b>	<b>6</b>	<b>12.5</b>	<b>100</b>
TS Groups:			
<ul style="list-style-type: none"> <li>The student had difficulty thinking of words to fill in the blanks.</li> </ul>	7	13.2	70
<ul style="list-style-type: none"> <li>Some words were difficult.</li> </ul>	2	3.8	20
<ul style="list-style-type: none"> <li>The student could not understand what the teacher said.</li> </ul>	1	1.9	10
<b>Total responses (N=53)</b>	<b>10</b>	<b>18.9</b>	<b>100</b>

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (19) (PM Version)	7	0	12
Group 2 (29) (PM Version)	9	0	20
Total = 48	16	0	32
Percent	33.3	0	66.7
Group 3 (26) (TS Version)	8	0	18
Group 4 (27) (TS Version)	15	0	12
Total = 53	23	0	30
Percent	43.4	0	56.6
Total = 101	39	0	62
Percent	38.6	0	61.4

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=48)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student did not clearly understand some parts of the text because there were unknown words. He needed the teacher to clarify what he did not understand in greater detail.	12	25	85.7
▪ The student had poor English proficiency.	2	4.2	14.3
Total responses	14	29.2	100
TS Groups:			
▪ The student did not clearly understand the text due to difficult vocabulary. Therefore, he needed the teacher to help translate the text for him in detail.	11	20.8	57.9
▪ The student considered himself slow learners, so he needed an extra help from the teacher.	3	5.6	15.8
▪ The student had poor English proficiency.	3	5.6	15.8
▪ The student wanted to improve his writing skills.	2	3.8	10.5
Total responses (N=53)	19	35.8	100

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (19) (PM Version)	18	1
Group 2 (29) (PM Version)	24	5
Total = 48	42	6
Percent	87.5	12.5
Group 3 (26) (TS Version)	24	2
Group 4 (27) (TS Version)	23	4
Total = 53	47	6
Percent	88.7	11.3
Total = 101	89	12
Percent	88.1	11.9

7. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups:		
▪ The student had opportunities to work cooperatively. He normally helped and received help from other students when reading the text in groups.	13	27.1
▪ The task stimulated the student to practise thinking. It was enjoyable for the student to think of appropriate words to fill in the blanks.	8	16.7
▪ The student gained new knowledge from the task.	7	14.6
▪ The student could understand the main idea and supporting details better.	3	6.3
▪ The teacher seemed to enjoy her teaching more.	3	6.3
▪ The student could get to know new friends.	2	4.2
▪ The gap-filling activity was enjoyable.	2	4.2
▪ The student could learn the part of speech of some words.	1	2
▪ The time was enough.	1	2
▪ The text was interesting.	1	2
Total responses	41	85.4
Missing	7	14.6
Total	48	100
TS Groups:		
▪ The task enabled the student to understand the text and to apply strategies (guessing the meaning of unknown words and extracting the main idea) more effectively.	15	28.3
▪ The student had opportunities to work cooperatively with other students.	9	17
▪ Teacher B taught and explained the text very well.	9	17
▪ The task was enjoyable.	5	9.4

▪ The student learnt more about English grammar and how to use markers.	4	7.5
Total responses	42	79.2
Missing	11	20.8
Total	53	100

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent
PM Groups:		
▪ The student could not think of words to fill in the blanks. One student said, 'I knew very little vocabulary. I could translate the summary, but I could not write or find words to fill in the blanks'.	8	16.6
▪ The vocabulary was difficult. The student was not able to translate the text.	3	6.3
▪ The student needed more time to consult other students when working in groups.	2	4.2
▪ The classroom atmosphere was too silent and not entertaining.	2	4.2
Total responses	15	31.3
Missing	33	68.7
Total	48	100
TS Groups:		
▪ The vocabulary was difficult, so the student could not understand the text.	9	17
▪ The student was not able to think of words to fill in the blanks.	8	15.1
▪ The student could not follow what the teacher said.	2	3.8
▪ The text content was very difficult because the student did not have background knowledge about Chinese movies.	2	3.8
▪ The text was too long.	2	3.8
▪ Sometimes the teacher did not explain explicitly how to answer the questions.	1	1.8
Total responses	24	45.3
Missing	29	54.7
Total	53	100

## Task Eight: Inferring the Writer's Implicit Ideas

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (19) (PM Version)	0	0	1	3	14	1	0
Group 2 (30) (PM Version)	0	0	0	14	13	2	1
Total = 49	0	0	1	17	27	3	1
Percent	0	0	2.1	34.7	55.1	6	2.1
Group 3 (26) (TS Version)	0	0	0	7	17	2	0
Group 4 (26) (TS Version)	0	0	0	9	14	3	0
Total = 52	0	0	0	16	31	5	0
Percent	0	0	0	30.8	59.6	9.6	0
Total = 101	0	0	1	33	58	8	0
Percent	0	0	1	33	58	8	0

1.1 Please state the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	<b>4-6:</b>		
	▪ The task enabled the student to understand the text and the writer's purpose better.	12	24.5
	▪ The student had the opportunity to practise drawing inferences. He was able to infer more fluently.	7	14.4
	▪ The student needed to clearly understand the text before being able to achieve the task outcomes.	3	6.1
	▪ The student learnt more vocabulary and expressions.	3	6.1
	▪ The student was able to translate the text better.	2	4.1
	▪ The student had the opportunity to work on the task independently and consulted other students at the same time.	1	2
	▪ The task helped the student recall the text better.	1	2
	<b>3:</b>		
	▪ The task enabled the student to understand the text better.	7	14.4
	▪ Sometimes the student could not draw inferences about the excerpts provided.	3	6.1
	▪ The student could not understand and translate the text much.	3	6.1
	▪ The unit contained useful tasks, guiding the student through how to deal with the text.	1	2
	<b>0-2:</b>		
	▪ The task focused on thinking rather than reading.	1	2



Total responses		44	89.8
Missing		5	10.2
Total		49	100
TS Groups	4-6:		
	▪ The student was able to understand the text better.	8	15.4
	▪ The task helped the student check how much he understood the text.	5	9.6
	▪ The student could draw inferences about the text more effectively.	4	7.7
	▪ The student knew more vocabulary.	3	5.8
	▪ The student was able to predict the text content.	2	3.8
	▪ The task was very helpful, but the student did not quite understand the meaning of some words in the text. So he could not fully understand the text.	2	3.8
	▪ The text was appealing.	2	3.8
	▪ The student had opportunities to practise using strategies in this task.	2	3.8
	▪ Teacher B explained the text and the answers very clearly.	1	1.9
	▪ The student was allowed to answer the questions in Thai.	1	1.9
	3:		
	▪ The vocabulary was difficult and this prevented the student from understanding and translating the text.	4	7.7
	▪ The task enabled the student to understand the text better.	3	5.8
	▪ There were a number of items that the student could not find the answers.	3	5.8
	▪ 'Inferring' was a difficult strategy for the student.	3	5.8
Total responses		43	82.6
Missing		9	17.4
Total		52	100

## 2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (19) (PM Version)	0	0	1	11	7	0	0
Group 2 (30) (PM Version)	0	0	3	15	11	1	0
Total = 49	0	0	4	26	18	1	0
Percent	0	0	8.2	53.1	36.7	2	0
Group 3 (26) (TS Version)	0	0	2	12	12	0	0
Group 4 (26) (TS Version)	0	0	1	9	15	1	0
Total = 52	0	0	3	21	27	1	0
Percent	0	0	5.8	40.4	51.9	1.9	0

Total = 101	0	0	7	47	45	2	0
Percent	0	0	6.9	46.5	44.6	2	0

2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ Working in groups was enjoyable.	8	16.3
	▪ The task enabled the student to think deeply about the text.	5	10.2
	▪ The task was not too difficult.	2	4.1
	▪ The student felt that the task was enjoyable and the easiest.	2	4.1
	▪ The student could understand the text better.	2	4.1
	3:		
	▪ The task was enjoyable.	6	12.2
	▪ Working in groups was fun.	3	6.2
	▪ There was little cooperation from the whole class.	3	6.2
	▪ The task enabled the student to think deeply.	3	6.2
	▪ Teacher A should have given a clearer explanation of how to draw inferences.	1	2
	▪ The task was not too difficult or easy.	1	2
	▪ Teacher A attempted to stimulate the class to think, but the whole class gave very little cooperation.	1	2
	▪ The student felt excited while working on the task.	1	2
	0-2:		
	▪ The task was boring and the students felt sleepy.	2	4.1
	▪ The student did not want to work with the students they were not close to.	1	2
	▪ It was difficult to express ideas in English.	1	2
Total responses		42	85.7
Missing		7	14.3
Total		49	100
TS Groups	4-6:		
	▪ The student had the opportunity to work with other students. One student said, 'I've never got bored working with others'.	9	17.3
	▪ The student had opportunities to think deeply.	6	11.5
	▪ Teacher B taught and explained the text very well.	3	5.8
	▪ 'Inferring' was a useful strategy.	3	5.8
	▪ The student could practise thinking deeply about the text.	3	5.8
	▪ Teacher B's teaching was not stressful. Her teaching was enjoyable.	2	3.8
	3:		
	▪ Working in groups was enjoyable.	4	7.7
	▪ Teacher B provided a clear explanation.	3	5.8
	▪ The student could think of the answers in some items.	3	5.8
	▪ The student had opportunities to practise translating the text, but he found the vocabulary difficult.	3	5.8

	<ul style="list-style-type: none"> <li>The student could practise his thinking skills.</li> </ul>	2	3.8
	<ul style="list-style-type: none"> <li>The vocabulary was difficult, so the student could not translate the text.</li> </ul>	2	3.8
Total responses		43	82.7
Missing		9	17.3
Total		52	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (19) (PM Version)	0	19	0
Group 2 (30) (PM Version)	0	22	8
Total = 49	0	41	8
Percent	0	83.7	16.3
Group 3 (26) (TS Version)	0	21	5
Group 4 (26) (TS Version)	0	17	9
Total = 52	0	38	14
Percent	0	73.1	26.9
Total = 101	0	79	22
Percent	0	78.2	21.8

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students' written responses	N	Percent (N=49)	Valid Percent
PM Groups:			
<ul style="list-style-type: none"> <li>The vocabulary was difficult.</li> </ul>	6	12.3	85.7
<ul style="list-style-type: none"> <li>The student needed to think deeply.</li> </ul>	1	2	14.3
Total responses	7	14.3	100
TS Groups:			
<ul style="list-style-type: none"> <li>The vocabulary was difficult.</li> </ul>	7	13.5	77.8
<ul style="list-style-type: none"> <li>The student could not express his ideas in correct English.</li> </ul>	2	3.8	22.2
Total responses (Total N=52)	9	17.3	100
Total	16	15.8	

4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (19) (PM Version)	1	18
Group 2 (30) (PM Version)	5	25
<b>Total = 49</b>	<b>6</b>	<b>43</b>
<b>Percent</b>	<b>12.2</b>	<b>87.8</b>
Group 3 (26) (TS Version)	1	25
Group 4 (26) (TS Version)	4	22
<b>Total = 52</b>	<b>5</b>	<b>47</b>
<b>Percent</b>	<b>9.6</b>	<b>90.4</b>
<b>Total = 101</b>	<b>11</b>	<b>90</b>
<b>Percent</b>	<b>10.9</b>	<b>89.1</b>

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=49)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	2	4.2	33.2
▪ The time was limited.	1	2	16.7
▪ The task required the student to think a lot.	1	2	16.7
▪ The teacher did not provide a sufficient explanation.	1	2	16.7
▪ The student did not clearly understand what he was asked to do.	1	2	16.7
<b>Total responses</b>	<b>6</b>	<b>12.2</b>	<b>100</b>
TS Groups:			
▪ The student did not know how to express ideas in English	3	5.8	60
▪ The student was not able to find the main idea.	1	1.9	20
▪ The student did not clearly understand what he had to do in the task.	1	1.9	20
<b>Total responses (Total N=52)</b>	<b>5</b>	<b>9.6</b>	<b>100</b>
<b>Total</b>	<b>11</b>	<b>10.9</b>	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (19) (PM Version)	2	0	17
Group 2 (30) (PM Version)	8	0	22
<b>Total = 49</b>	<b>10</b>	<b>0</b>	<b>39</b>

Percent	20.4	0	79.6
Group 3 (26) (TS Version)	4	0	22
Group 4 (26) (TS Version)	12	0	14
Total = 52	16	0	36
Percent	30.8	0	69.2
Total = 101	26	0	75
Percent	25.7	0	74.3

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=49)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	6	12.2	66.7
▪ The student needed more explanation from the teacher.	2	4.1	22.2
▪ The student had poor English proficiency.	1	2.1	11.1
Total responses	9	18.4	100
TS Groups:			
▪ The student could not translate the vocabulary.	9	17.3	60
▪ The student wanted to practise extracting the main idea more.	3	5.8	20
▪ The student had poor English proficiency.	2	3.8	13.3
▪ The student could not follow what the teacher said.	1	1.9	6.7
Total responses (Total N=52)	15	28.8	100
Total	24	23.8	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (19) (PM Version)	19	0
Group 2 (30) (PM Version)	23	7
Total = 49	42	7
Percent	85.7	14.3
Group 3 (26) (TS Version)	25	1
Group 4 (26) (TS Version)	24	2
Total = 52	49	3
Percent	94.2	5.8
Total = 101	91	10
Percent	90.1	9.9

7. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=49)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student found 'inferring' helpful to his reading proficiency because it enabled him to interpret the text content in a deep manner.	13	26.5	32.5
▪ The task was easy and enjoyable because the student had the opportunity to work in groups.	11	22.4	27.5
▪ The text was enjoyable and interesting.	6	12.2	15
▪ The student had enough time to think and to read independently.	5	10.2	12.5
▪ The teacher translated the text for the student and this facilitated his text understanding.	2	4.1	5
▪ The task was easy.	2	4.1	5
▪ The unit's appearance was attractive.	1	2.1	2.5
<b>Total responses</b>	<b>40</b>	<b>81.6</b>	<b>100</b>
Missing	9	18.4	
<b>Total</b>	<b>49</b>	<b>100</b>	
TS Groups:			
▪ Teacher A explained the text very well and her teaching was very enjoyable.	9	17.3	24.3
▪ The student could practise reading strategies and improve his text understanding.	7	13.5	19
▪ The student could understand the text better.	6	11.5	16.2
▪ Working in groups was not stressful.	4	7.7	10.8
▪ The student became involved with the task.	3	5.8	8.1
▪ The student had opportunities to practise listening and thinking at the same time.	3	5.8	8.1
▪ The task responses format was interesting.	3	5.8	8.1
▪ The amount of time was appropriate.	1	1.9	2.7
▪ The student had a lot of fun working on the task.	1	1.9	2.7
<b>Total responses</b>	<b>37</b>	<b>71.2</b>	<b>100</b>
Missing	15	28.8	
<b>Total</b>	<b>52</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent (N=49)	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	5	10.2	29.4
▪ The student could not express ideas in English.	4	8.2	23.5
▪ The classroom atmosphere was problematic. The student explained that everybody was very silent and did not talk to each other much. He felt that the teacher should have stimulated the class to think and to work with each other more.	3	6.1	17.6
▪ The time was limited.	2	4.1	11.8
▪ The student did not understand the task objective.	1	2	5.9
▪ The text was not up-to-date.	1	2	5.9
▪ There should have been more examples of inferences.	1	2	5.9
Total responses	17	34.6	100
Missing	32	65.4	
Total	49	100	
TS Groups:			
▪ The vocabulary was difficult.	7	13.5	38.9
▪ The student had to think of words to complete the task.	3	5.7	16.7
▪ The text was too long.	2	3.8	11.1
▪ The student could not follow the teacher's teaching.	2	3.8	11.1
▪ The text contained too much information.	2	3.8	11.1
▪ The classroom atmosphere was very silent.	2	3.8	11.1
Total responses	18	34.4	100
Missing	34	65.6	
Total	52	100	

## UNIT TWO: *Buddhism Thai Style*

### Task Two: Guessing Meaning of Unknown Words from Context

#### 1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM Version)	0	0	0	10	14	2	0
Group 2 (29) (PM Version)	0	0	0	11	17	1	0
Total = 55	0	0	0	21	31	3	0
Percent	0	0	0	38.2	56.4	5.4	0
Group 3 (23) (TS Version)	1	0	1	11	9	1	0
Group 4 (26) (TS Version)	0	0	1	7	15	3	0
Total = 49	1	0	2	18	24	4	0

Percent	2	0	4.1	36.7	49	8.2	0
Total = 104	1	0	2	39	55	7	0
Percent	0.9	0	1.9	37.5	52.9	6.8	0

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student learnt how to make use of context clues in guessing the meaning of unknown words.	15	27.3
	▪ The task stimulated the student to think in order to understand the text. One student said, 'The task made me think of what the text was about'.	7	12.8
	▪ There was a translation of unknown words in Thai and this helped the student understand better.	5	9.1
	▪ The vocabulary was quite difficult.	2	3.6
	▪ The student learnt new vocabulary.	2	3.6
	▪ The student thought that the classroom atmosphere was getting better. He said, 'Today, Teacher B asked us to express opinions and explain the text. I could understand the text through this procedure'.	1	1.8
	▪ The task was new to the student and enabled him to read better.	1	1.8
	3:		
	▪ The student was able to make use of context clues in guessing the meaning of unknown words and this strategy enabled him to understand the text better.	6	11
	▪ The vocabulary and sentence structures were more difficult than the ones in Unit One.	5	9.1
	▪ The student could not guess the meaning of the underlined unknown words.	2	3.6
	▪ Even though the student had read the text before hand, he was not able to predict the text content.	2	3.6
	▪ The text was something new to the student.	1	1.8
	▪ The task enabled the student to know what the text was about in general.	1	1.8
	▪ The task was enjoyable.	1	1.8
Total responses		51	92.7
Missing		3	7.3
Total		55	100
TS Groups	4-6:		
	▪ The student had opportunities to practise guessing the meaning of unknown words from context and this made him guess the word meaning more fluently. One student said, 'Even though I have never seen the words before, I could guess their meaning by making use of context clues'.	16	32.7
	▪ The student learnt new vocabulary.	6	12.2
	▪ The text was interesting and close to the student's background knowledge.	2	4.1
	▪ There was more help and cooperation from classmates.	2	4.1



	3:	▪ The student could understand the important points of the text.	2	4.1
		▪ The student could understand the meaning of some unknown words.	5	10.2
		▪ The student could not translate some parts of the text because the vocabulary was difficult.	4	8.2
		▪ The task enabled the student to understand the text better.	3	6.1
		▪ The task did not help the student understand the text.	3	6.1
	2:	▪ The task was too difficult.	1	2
		▪ The vocabulary was difficult. The student did not understand the text.	1	2
Total responses			45	91.8
Missing			4	8.2
Total			49	100

## 2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM Version)	0	0	3	14	8	1	0
Group 2 (29) (PM Version)	0	0	0	18	10	1	0
Total = 55	0	0	3	32	18	2	0
Percent	0	0	5.5	58.2	32.7	3.6	0
Group 3 (23) (TS Version)	2	0	4	9	8	0	0
Group 4 (26) (TS Version)	0	0	4	11	10	1	0
Total = 49	2	0	8	20	18	1	0
Percent	4.1	0	16.3	40.8	36.7	2.1	0
Total = 104	2	0	11	52	36	3	0
Percent	1.9	0	10.6	50	34.6	2.9	0

### 2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student had opportunities to talk and discuss the answers with group members.	11	20
	▪ The student found the task useful and fun.	7	12.7
	▪ The teacher explained the text in detail and worked on the task with the students.	2	3.6
	3:		
	▪ The student could work cooperatively with friends.	15	27.3
	▪ The student was not able to answer the questions	3	5.6

	because the task was difficult.		
	▪ The task was quite fun.	2	3.6
	▪ The task stimulated the student to think.	2	3.6
	▪ The text was interesting and close to the student's background knowledge.	1	1.8
	▪ The task was not too difficult and it was useful.	1	1.8
0-2:	▪ The vocabulary was difficult. The student felt that the vocabulary sounded technical to him.	2	3.6
	▪ The student could not answer the questions much.	1	1.8
Total responses		47	85.4
Missing		8	14.6
Total		55	100
TS Groups	4-6:		
	▪ Group work made the task enjoyable because the student was given opportunities to share ideas with each other.	14	28.6
	▪ The student had opportunities to practise translating the text.	3	6.1
	▪ The teacher helped the class translate the whole text.	1	2.1
	3:		
	▪ Working in groups was enjoyable.	10	20
	▪ The task enabled the student to understand the text better.	1	2.1
	▪ The task was OK.	1	2.1
	▪ The vocabulary was difficult.	1	2.1
	▪ The task was exciting.	1	2.1
	2:		
	▪ The task was too difficult because the student could not understand the text or answer the questions.	3	6.1
	▪ The student wanted to work with other classmates who he was close to.	1	2.1
	▪ The student was sleepy.	1	2.1
	▪ The text was not interesting.	1	2.1
	▪ Group work was enjoyable.	1	2.1
	▪ The student could not follow what the teacher said.	1	2.1
Total responses		40	81.7
Missing		9	18.3
Total		49	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (26) (PM Version)	0	15	11
Group 2 (29) (PM Version)	0	20	9
Total = 55	0	35	20
Percent	0	63.6	36.4

Group 3 (23) (TS Version)	0	16	7
Group 4 (26) (TS Version)	0	13	13
Total = 49	0	29	20
Percent	0	59.2	40.8
Total = 104	0	64	40
Percent	0	61.5	38.5

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	15	27.3	79
▪ The sentences were too long and complicated.	2	3.6	10.5
▪ The student was not able to translate the text.	2	3.6	10.5
Total responses	19	34.5	100
TS Groups:			
▪ The vocabulary was difficult. One student said, ‘The vocabulary was related to religion, which was difficult to understand’.	18	36.7	94.7
▪ The student did not have background knowledge about the text and this prevented him from understanding the text.	1	2.1	5.3
Total responses (Total N= 49)	19	38.8	100
Total (N=104)	38	36.5	

4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (26) (PM Version)	2	24
Group 2 (29) (PM Version)	2	27
Total = 55	4	51
Percent	7.3	92.7
Group 3 (23) (TS Version)	2	21
Group 4 (26) (TS Version)	0	26
Total = 49	2	47
Percent	4.1	95.9
Total = 104	6	98
Percent	5.8	94.2

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The questions were difficult to understand.	2	3.6	50
▪ The time was limited.	1	1.8	25
▪ The student could not think of words in English.	1	1.8	25
<b>Total responses</b>	<b>4</b>	<b>7.2</b>	<b>100</b>
TS Groups:			
▪ The text was boring and difficult to understand.	1	2	50
▪ The student could not express their idea in English.	1	2	50
<b>Total responses (Total N= 49)</b>	<b>2</b>	<b>4</b>	<b>100</b>
<b>Total (N=104)</b>	<b>6</b>	<b>5.8</b>	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (26) (PM Version)	9	0	17
Group 2 (29) (PM Version)	7	0	22
<b>Total = 55</b>	<b>16</b>	<b>0</b>	<b>39</b>
<b>Percent</b>	<b>29.1</b>	<b>0</b>	<b>70.9</b>
Group 3 (23) (TS Version)	5	0	18
Group 4 (26) (TS Version)	15	0	11
<b>Total = 49</b>	<b>20</b>	<b>0</b>	<b>29</b>
<b>Percent</b>	<b>40.8</b>	<b>0</b>	<b>59.2</b>
<b>Total = 104</b>	<b>36</b>	<b>0</b>	<b>68</b>
<b>Percent</b>	<b>34.6</b>	<b>0</b>	<b>65.4</b>

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	8	14.5	53.3
▪ The student had poor English proficiency.	4	7.3	26.7
▪ The student was not able to translate the text.	2	3.6	13.3
▪ The teacher went through the task too fast.	1	1.8	6.7
<b>Total responses</b>	<b>15</b>	<b>27.2</b>	<b>100</b>
TS Groups:			
▪ The vocabulary was difficult.	11	22.4	64.6
▪ The student was not able to translate the text.	2	4.1	11.8
▪ The student wanted the teacher to help translate the	2	4.1	11.8

text more.			
▪ The student could not think of words in English.	2	4.1	11.8
Total responses (Total N= 49)	17	34.7	100
Total (N=104)	32	30.8	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (26) (PM Version)	24	2
Group 2 (29) (PM Version)	25	4
Total = 55	49	6
Percent	89.1	10.9
Group 3 (23) (TS Version)	21	2
Group 4 (26) (TS Version)	21	5
Total = 49	42	7
Percent	85.7	14.3
Total = 104	91	13
Percent	87.5	12.5

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student had opportunities to work cooperatively with friends.	17	30.9	37.8
▪ The student learnt new vocabulary.	9	16.4	20
▪ The text was interesting. One student said, 'The text built up my knowledge about religions. I think it's rare to have an opportunity to read such a text in English textbooks'.	5	9.1	11.1
▪ The student could improve his use of strategies, such as guessing meaning of unknown words from context.	5	9.1	11.1
▪ The task stimulated the students to think.	3	5.5	6.7
▪ The teacher earnestly attempted to stimulate students to think and gave help to them.	2	3.6	4.4
▪ The task was enjoyable.	2	3.6	4.4
▪ The task was not too difficult.	1	1.8	2.2
▪ This task encouraged independent learning.	1	1.8	2.2
Total responses	45	81.8	100
Missing	10	18.2	
Total	55	100	
TS Groups:			
▪ The student enjoyed working in groups because he could discuss and exchange ideas with each other.	13	26.5	32.5
▪ The task was enjoyable and useful.	10	20.4	25

▪ The student enjoyed the teacher's explanation.	4	8.2	10
▪ The text was interesting.	3	6.1	7.5
▪ The student had opportunities to practise translating the text.	3	6.1	7.5
▪ The student could guess meaning of unknown words better.	2	4.1	5
▪ The task was challenging.	3	6.1	7.5
▪ The task involved 'thinking' skills.	1	2	2.5
▪ The student could understand the text better.	1	2	2.5
<b>Total responses</b>	<b>40</b>	<b>81.5</b>	<b>100</b>
Missing	9	18.5	
<b>Total</b>	<b>49</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult and unfamiliar to the student.	4	7.3	30.8
▪ The student could not express ideas in English. One student suggested that there should have been choices for him to choose	3	5.5	23
▪ The student was not able to understand the text because it was too difficult.	2	3.6	15.4
▪ Some task items were too difficult.	2	3.6	15.4
▪ The teacher did not provide enough support.	1	1.8	7.7
▪ The student felt bad because the teacher came to ask him a difficult question when he was working in groups.	1	1.8	7.7
<b>Total responses</b>	<b>13</b>	<b>23.6</b>	<b>100</b>
Missing	42	76.4	
<b>Total</b>	<b>55</b>	<b>100</b>	
TS Groups:			
▪ The vocabulary was difficult.	11	22.4	52.4
▪ The student was asked to work with different group members.	2	4.1	9.5
▪ The student did not understand the questions.	2	4.1	9.5
▪ The student was sleepy.	2	4.1	9.5
▪ The text was difficult and long.	2	4.1	9.5
▪ The task was not much helpful. The student could not guess the meaning of unknown words.	1	2	4.8
▪ The student did not understand the task purpose. This student wrote, 'It was not useful to ask us to find the synonyms of difficult words. It was not useful to my text understanding'.	1	2	4.8
<b>Total responses</b>	<b>21</b>	<b>42.8</b>	<b>100</b>
Missing	28	57.2	
<b>Total</b>	<b>49</b>	<b>100</b>	

### Task Three: Understanding Markers

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (26) (PM Version)	0	0	2	3	17	3	1
Group 2 (29) (PM Version)	0	0	0	11	17	1	0
Total = 55	0	0	2	14	34	4	1
Percent	0	0	3.6	25.5	61.8	7.3	1.8
Group 3 (15) (TS Version)	0	0	1	6	7	1	0
Group 4 (27) (TS Version)	0	0	0	7	16	4	0
Total = 42	0	0	1	13	23	5	0
Percent	0	0	2.4	30.9	54.8	11.9	0
Total = 97	0	0	3	27	57	9	1
Percent	0	0	3.1	27.8	58.8	9.3	1

1.1 Please state the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	<ul style="list-style-type: none"> <li>The task enabled the student to understand the relationships between ideas by making use of markers in the text. This also facilitated his text comprehension.</li> </ul>	13	23.6
	<ul style="list-style-type: none"> <li>The student enjoyed the teacher's way of teaching. One student said, 'The teacher could explain things well, particularly about the meaning of unknown words. The classroom atmosphere was not boring or stressful at all. Even though I got a wrong answer, she did not make me feel bad'.</li> </ul>	7	12.8
	<ul style="list-style-type: none"> <li>The student had opportunities to practise his reading strategies.</li> </ul>	5	9.1
	<ul style="list-style-type: none"> <li>The student was able to understand the text better after working on the task in class.</li> </ul>	5	9.1
	<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> </ul>	3	5.5
	<ul style="list-style-type: none"> <li>There were choices for the student to choose.</li> </ul>	2	3.6
	3:		
	<ul style="list-style-type: none"> <li>The task enabled the student to understand the development of ideas of the text by making use of markers.</li> </ul>	5	9.1
	<ul style="list-style-type: none"> <li>The student could not cope with some task items.</li> </ul>	2	3.6
	<ul style="list-style-type: none"> <li>The task was not much helpful because the sentences were too difficult to understand.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The student learnt many new words and applied strategies better.</li> </ul>	1	1.8
	<ul style="list-style-type: none"> <li>The task was appropriate to the student's</li> </ul>	1	1.8

	proficiency. ▪ The task was enjoyable. ▪ The task was not clear. ▪ The task stimulated the student to think.	1 1 1	1.8 1.8 1.8
	0-2: ▪ The task was difficult. The student was not able to cope with it.	3	5.5
Total responses		51	92.7
Missing		4	7.3
Total		55	100
TS Groups	4-6: ▪ The student could understand the development of ideas by making use of markers. ▪ The task enabled the student to understand the text better. One student wrote that he could translate the whole text. ▪ The text was close to the student's background knowledge. ▪ The student had opportunities to practise thinking. ▪ There were choices for the student to choose. ▪ The student had opportunities to analyse the text in detail in every paragraph. ▪ The teacher helped the student to understand the text better. ▪ The student learnt more about Buddhism.	12 3  2 2 2 2 2 1	28.5 7  4.8 4.8 4.8 4.8 4.8 2.4
	3: ▪ The student could understand the relationships between ideas in the text better. ▪ The student did not understand some task items. ▪ The task was useful. ▪ The student had opportunities to review and practise reading strategies. ▪ Some words were difficult.	5 2 1 1 1	11.8 4.8 2.4 2.4 2.4
	0-2: ▪ The task was quite easy for the student.	1	2.4
Total responses		37	88.1
Missing		5	11.9
Total		42	100



## 2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (26) (PM Version)	0	0	4	9	9	4	0
Group 2 (29) (PM Version)	0	0	1	12	15	0	1
Total = 55	0	0	5	21	24	4	1
Percent	0	0	9.1	38.2	43.6	7.3	1.8
Group 3 (15) (TS Version)	0	0	2	9	2	1	1
Group 4 (27) (TS Version)	0	0	0	8	16	3	0
Total = 42	0	0	2	17	18	4	1
Percent	0	0	4.8	40.5	42.8	9.5	2.4
Total = 97	0	0	7	38	42	8	2
Percent	0	0	7.2	39.2	43.1	8.2	2.1

### 2.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ The student enjoyed working in groups.	11	20
	▪ The teacher encouraged the class to participate in the task and guided them to the main points of the text. One student said, 'The task was difficult, but the teacher could explain things very clearly and helped us understand the text'.	6	10.9
	▪ The task was fun.	4	7.4
	▪ The text was interesting and not too difficult.	2	3.6
	▪ There were choices for the student to choose.	2	3.6
	▪ The task was easy.	2	3.6
	▪ The student had the opportunity to practise skimming and learnt how to skip unknown words.	1	1.8
	3:		
	▪ The task was ok.	7	12.7
	▪ The task was fun because the student could work cooperatively.	4	7.4
	▪ The student could apply strategies better	3	5.5
	▪ The task was boring.	2	3.6
	▪ The student felt sleepy and did not feel well.	1	1.8
	▪ The teacher played an important role in helping the student understand the text.	1	1.8
	▪ The classroom atmosphere was not stressful.	1	1.8
	0-2		
	▪ The task was useful but boring.	2	3.6
	▪ The task was complicated.	1	1.8
	▪ The task was not enjoyable.	1	1.8

Total responses		51	92.7
Missing		5	7.3
Total		55	100
TS Groups	4-6:		
	▪ Working in groups was enjoyable.	20	47.5
	▪ The task was fun.	2	4.8
	▪ There were choices for the student to choose.	2	4.8
	▪ The student had the opportunity to practise guessing meaning of unknown words.	1	2.4
	▪ The student prepared this task as homework so he could cope with it without any difficulties.	1	2.4
	▪ The task was useful because it enabled the student to understand the text better.	1	2.4
	3:		
	▪ The student could work cooperatively.	4	9.4
	▪ The task was very difficult.	2	4.8
	▪ The student enjoyed the task because he had opportunity to work on it as a whole class activity.	1	2.4
	▪ The task was enjoyable.	1	2.4
	2:		
	▪ The task was boring.	1	2.4
	▪ The student had to prepare this task as homework.	1	2.4
Total responses		37	88.1
Missing		5	11.9
Total		42	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (26) (PM Version)	0	18	8
Group 2 (29) (PM Version)	0	21	8
Total = 55	0	39	16
Percent	0	70.9	29.1
Group 3 (15) (TS Version)	0	12	3
Group 4 (27) (TS Version)	0	17	10
Total = 42	0	29	13
Percent	0	69	31
Total = 97	0	68	29
Percent	0	70.1	29.9

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was too difficult and technical.	11	20	68.7
▪ The sentence structures were complicated.	3	5.5	18.8
▪ The student could not translate the text at all.	2	3.6	12.5
<b>Total responses</b>	<b>16</b>	<b>29.1</b>	<b>100</b>
TS Groups:			
▪ The vocabulary was difficult and technical.	10	23.8	83.4
▪ The text was difficult, but the student could guess the meaning of unknown words.	1	2.4	8.3
▪ The text contained too much information, but the content was useful.	1	2.4	8.3
<b>Total responses (Total N= 42)</b>	<b>12</b>	<b>28.6</b>	<b>100</b>
<b>Total (N=97)</b>	<b>29</b>	<b>29.9</b>	

4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (26) (PM Version)	1	25
Group 2 (29) (PM Version)	4	25
<b>Total = 55</b>	<b>5</b>	<b>50</b>
<b>Percent</b>	<b>9.1</b>	<b>90.9</b>
Group 3 (15) (TS Version)	0	15
Group 4 (27) (TS Version)	3	24
<b>Total = 42</b>	<b>3</b>	<b>39</b>
<b>Percent</b>	<b>7.1</b>	<b>92.9</b>
<b>Total = 97</b>	<b>8</b>	<b>89</b>
<b>Percent</b>	<b>8.2</b>	<b>91.8</b>

4.1 If you answered ‘YES’, what made you felt that way?

<b>Students’ written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	3	5.5	60
▪ The teacher spoke too fast.	1	1.8	20
▪ The student wanted the teacher to write the answers on the whiteboard.	1	1.8	20
<b>Total responses</b>	<b>5</b>	<b>9.1</b>	<b>100</b>
TS Groups:			
▪ The vocabulary was difficult.	2	4.8	66.7

▪ The text was too long.	1	2.4	33.3
Total responses (Total N= 42)	3	7.2	100
Total (N=97)	8	8.2	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (26) (PM Version)	5	0	21
Group 2 (29) (PM Version)	7	0	22
Total = 55	12	0	43
Percent	21.8	0	78.2
Group 3 (15) (TS Version)	1	0	14
Group 4 (27) (TS Version)	13	0	14
Total = 42	14	0	28
Percent	33.3	0	66.7
Total = 97	26	0	71
Percent	26.8	0	73.2

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=55)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	8	14.5	66.7
▪ The student had poor English proficiency.	3	5.5	25
▪ The sentence structures were complicated.	1	1.8	8.3
Total responses	12	21.8	100
TS Groups:			
▪ The vocabulary was difficult.	6	14.3	50
▪ The student could not follow what the teacher said.	4	9.5	33.3
▪ The student labelled himself as a slow learner.	2	4.8	16.7
Total responses (Total N= 42)	12	28.6	100
Total (N=97)	24	24.7	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (26) (PM Version)	26	0
Group 2 (29) (PM Version)	27	2
Total = 55	53	2

Percent	96.4	3.6
Group 3 (15) (TS Version)	15	0
Group 4 (27) (TS Version)	24	3
Total = 42	39	3
Percent	92.9	7.1
Total = 97	92	5
Percent	94.8	5.2

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student learnt how to make sense of the text by making use of markers.	15	27.3	33.3
▪ Group work was enjoyable. One student said, 'this lesson was like a change. I experienced new things. It's not boring and I expect lessons like this one'.	9	16.4	20
▪ The student enjoyed the teacher's way of teaching. One student explained, 'I really like the way the teacher taught us today. I enjoyed the teacher's explanation rather than working on my own'.	7	12.7	15.6
▪ The student could improve reading proficiency and gain more knowledge about how to read the text.	5	9	11.1
▪ The text was interesting and close to my background knowledge.	3	5.5	6.7
▪ The task was fun and useful.	3	5.5	6.7
▪ The student had opportunities to think.	2	3.6	4.4
▪ Skimming was easy.	1	1.8	2.2
Total responses	45	81.8	100
Missing	10	18.2	
Total	55	100	
TS Groups:			
▪ The student exchanged ideas and helped each other find out the answers.	17	40.5	44.7
▪ The student learnt how to make sense of the text by making use of markers. One student said, 'This task enabled me to roughly predict the text content and to understand if the ideas contradicted or went into the same direction'.	7	16.6	18.4
▪ The teacher explained things very well. One student said, 'The teacher did not put pressure on students at all'.	4	9.4	10.5
▪ The student really enjoyed the task.	2	4.8	5.3
▪ The student learnt new vocabulary.	2	4.8	5.3
▪ The student could participate and be a part of the activity because he had the opportunity to think and express opinions.	2	4.8	5.3
▪ The instructions were easy to understand.	1	2.4	2.6

▪ The task did not take too much time.	1	2.4	2.6
▪ There were choices provided in the task.	1	2.4	2.6
▪ The student could practise guessing meaning of unknown words.	1	2.4	2.6
<b>Total responses</b>	<b>38</b>	<b>90.5</b>	<b>100</b>
Missing	4	9.5	
<b>Total</b>	<b>42</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	13	23.4	72.2
▪ The text was not enjoyable.	2	3.6	11
▪ There were too many tasks in the unit.	1	1.8	5.6
▪ The student wanted other students to have more task involvement and express ideas more.	1	1.8	5.6
▪ The teacher spoke too fast.	1	1.8	5.6
<b>Total responses</b>	<b>18</b>	<b>32.7</b>	<b>100</b>
Missing	37	67.3	
<b>Total</b>	<b>55</b>	<b>100</b>	
TS Groups:			
▪ The vocabulary was difficult.	4	9.5	26.6
▪ The text was too long.	2	4.8	13.3
▪ It was difficult to choose markers.	2	4.8	13.3
▪ It was difficult to translate some sentences.	2	4.8	13.3
▪ The time is limited.	1	2.4	6.7
▪ The task was a little bit boring.	1	2.4	6.7
▪ The student felt sleepy.	1	2.4	6.7
▪ The student disliked working on the task own their own.	1	2.4	6.7
▪ The teacher asked called the students one-by-one in order to get the answers from them.	1	2.4	6.7
<b>Total responses</b>	<b>15</b>	<b>35.9</b>	<b>100</b>
Missing	27	64.1	
<b>Total</b>	<b>42</b>	<b>100</b>	

## Task Seven: Understanding the Writer's Intention

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (22) (PM Version)	0	0	0	10	9	3	0
Group 2 (28) (PM Version)	0	0	2	14	11	1	0
Total = 50	0	0	2	24	20	4	0
Percent	0	0	4	48	40	8	0
Group 3 (25) (TS Version)	0	0	2	12	10	1	0
Group 4 (23) (TS Version)	0	0	1	6	13	3	0
Total = 48	0	0	3	18	23	4	0
Percent	0	0	6.2	37.5	47.9	8.4	0
Total = 98	0	0	5	42	43	8	0
Percent	0	0	5.1	42.8	43.9	8.2	0

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ Understanding the writer's intention helped the student understand the text better.	14	28
	▪ The student had opportunities to read a lot. He needed to read the text and try to understand it before being able to answer the questions.	5	10
	▪ The task was enjoyable.	2	4
	▪ The teacher provided guidance to the student.	2	4
	▪ The student could understand some sentences better.	1	2
	3:		
	▪ The student did not understand the text because both vocabulary and sentence structures were difficult.	9	18
	▪ The questions were quite difficult. One student said, 'The questions were quite difficult but when I could find out the answers, I could understand the text better'.	3	6
	▪ The student enjoyed exchanging ideas with other students.	2	4
	▪ Answering the questions enabled the student to understand the text better.	2	4
	▪ The student learnt new words, but the teacher should have explained the meaning of some words in more detail.	2	4
	▪ The student learnt how to express ideas in simple English.	2	4
	▪ The task did not improve the student's reading proficiency as he had expected.	1	2

	<ul style="list-style-type: none"> <li>The student started to get used to the teacher's teaching style.</li> </ul>	1	2
	0-2: <ul style="list-style-type: none"> <li>The task and the vocabulary were very difficult. The student complained that he did not know how to infer the writer's intention from the excerpts provided.</li> </ul>	2	4
Total responses		48	96
Missing		2	4
Total		50	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>The task enabled the student to understand the writer's intention.</li> <li>The student was able to understand the text better.</li> <li>The student exchanged ideas with other classmates.</li> <li>The teacher explained things very well and helped the student cope with the task more easily.</li> <li>The student learnt new words.</li> <li>The questions covered the main points of the whole text.</li> <li>The student had the opportunity to express ideas in simple sentences.</li> </ul>	9 7 5 2 1 1 1	18.7 14.6 10.4 4.2 2.1 2.1 2.1
	3: <ul style="list-style-type: none"> <li>The student was able to think more deeply about the text.</li> <li>The student did not quite understand the text.</li> <li>It was difficult for the student to understand or guess the writer's intention.</li> <li>Working on the task was enjoyable.</li> <li>There were choices for the student to choose.</li> <li>The student became more competent in drawing inferences.</li> </ul>	5 3 3 1 1 1	10.4 6.2 6.2 2.1 2.1 2.1
	2: <ul style="list-style-type: none"> <li>It was difficult to understand or guess the writer's intention.</li> <li>The student partly understood the previous task, but he did not understand this one.</li> </ul>	2 1	4.2 2.1
Total responses		43	89.6
Missing		5	10.4
Total		48	100

2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (22) (PM Version)	0	0	4	13	4	1	0
Group 2 (28) (PM Version)	0	0	6	15	7	0	0
Total = 50	0	0	10	28	11	1	0
Percent	0	0	20	56	22	2	0



Group 3 (25) (TS Version)	0	0	5	16	4	0	0
Group 4 (23) (TS Version)	0	0	2	8	9	4	0
Total = 48	0	0	7	24	13	4	0
Percent	0	0	14.6	50	27.1	8.3	0
Total = 98	0	0	17	52	24	5	0
Percent	0	0	17.3	53.1	24.5	5.1	0

2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student enjoyed working in groups.	6	12
	▪ The teacher's teaching was not stressful and motivated the student to work on the task.	2	4
	▪ The text was familiar to the student's background knowledge.	1	2
	▪ The student understood the text and gained new vocabulary.	1	2
	▪ The task was enjoyable.	1	2
	3:		
	▪ The student helped each other think of the answers in groups.	11	22
	▪ The task was too difficult. The student did not know how to write the answers in sentences	5	10
	▪ The text was quite difficult.	4	8
	▪ The student enjoyed the teacher's teaching.	2	4
	▪ The task was enjoyable.	2	4
	▪ The task was not too difficult.	2	4
	0-2:		
	▪ The task was too difficult and the student did not know how to write the answers in sentences.	5	10
	▪ The task was useful.	1	2
	▪ The student was unable to infer the writer's intention.	1	2
	▪ The student had to translate the text on his own.	1	2
	▪ The student was asked to work with someone he was not close to.	1	2
Total responses		46	92
Missing		4	8
Total		50	100
TS Groups	4-6:		
	▪ It was fun working with other classmates.	8	16.6
	▪ The task enabled the student to express ideas in English when answering the questions.	6	12.5
	▪ The task was enjoyable.	1	2.1
	3:		
	▪ The student could work cooperatively with other students.	9	18.8
	▪ The student did not participate in group work much.	3	6.2
	▪ The task was time-consuming, so it was boring.	3	6.2

	<ul style="list-style-type: none"> <li>▪ The student did not like working in groups.</li> <li>▪ The student could not follow what was going on with the task.</li> <li>▪ The task was difficult. The student did not know how to achieve the task outcomes.</li> <li>▪ The student had opportunities to reread the text and this helped him understand it better.</li> </ul>	2	4.2
		1	2.1
		1	2.1
		1	2.1
	2:		
	<ul style="list-style-type: none"> <li>▪ The task was very difficult. The student did not understand it.</li> <li>▪ The classroom atmosphere was not enjoyable.</li> <li>▪ The student could not do the task because he could not translate the text.</li> </ul>	3	6.2
		2	4.2
		2	4.2
Total responses		43	89.6
Missing		5	10.4
Total		48	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (22) (PM Version)	0	15	7
Group 2 (28) (PM Version)	0	13	15
Total = 50	0	28	22
Percent	0	56	44
Group 3 (25) (TS Version)	0	20	5
Group 4 (23) (TS Version)	0	7	16
Total = 48	0	27	21
Percent	0	56.2	43.8
Total = 98	0	55	43
Percent	0	56.1	43.9

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students’ written responses	N	Percent (N=50)	Valid Percent
PM Groups:			
<ul style="list-style-type: none"> <li>▪ The vocabulary was too difficult and technical.</li> <li>▪ The sentence structures were complicated.</li> </ul>	18 4	36 8	81.8 18.2
Total responses	22	44	100
TS Groups:			
<ul style="list-style-type: none"> <li>▪ The vocabulary was difficult and technical.</li> <li>▪ The sentence structures were complicated.</li> </ul>	12 5	25 10.4	57.1 23.8

▪ The student had difficulties in expressing himself in English.	4	8.3	19.1
Total responses (Total N= 48)	21	43.7	100
Total (N=98)	43	43.9	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (22) (PM Version)	1	21
Group 2 (28) (PM Version)	4	24
Total = 50	5	45
Percent	10	90
Group 3 (25) (TS Version)	1	24
Group 4 (23) (TS Version)	6	17
Total = 48	7	41
Percent	14.6	85.4
Total = 98	12	86
Percent	12.2	87.8

4.1 If you answered 'YES', what made you felt that way?

Students' written responses	N	Percent (N=50)	Valid Percent
PM Groups:			
▪ The task (Understanding the writer's intention) was difficult.	3	6	60
▪ The student had difficulties in expressing ideas in sentences.	2	4	40
Total responses	5	10	100
TS Groups:			
▪ The student did not know how to express ideas in English.	7	14.6	100
Total responses (Total N= 48)	7	14.6	100
Total (N=98)	12	12.2	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (22) (PM Version)	6	0	16
Group 2 (28) (PM Version)	9	0	19
Total = 50	15	0	35
Percent	30	0	70
Group 3 (25) (TS Version)	4	0	21
Group 4 (23) (TS Version)	13	0	10
Total = 48	17	0	31
Percent	35.4	0	64.6
Total = 98	32	0	66
Percent	32.7	0	67.3

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=50)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student was not able to translate some vocabulary and sentences. One student said, 'Sometimes I knew the meaning of words, but when I tried to put everything together, I could not make sense of the whole sentence'.	7	14	50
▪ The student did not understand some points of the text.	5	10	35.6
▪ The teacher taught too fast.	1	2	7.2
▪ The student had poor English proficiency.	1	2	7.2
Total responses	14	28	100
TS Groups:			
▪ The student did not know how to express ideas in English.	6	12.5	37.5
▪ The student did not understand the text content, so he could not infer the writer's intention.	3	6.2	18.8
▪ The vocabulary was difficult, so the student could not translate the text.	3	6.2	18.8
▪ The task was difficult and the student did not know how to infer or think of the answers.	2	4.2	12.5
▪ The student did not understand some parts of the text.	1	2.1	6.2
▪ The student wanted the teacher to focus more on how to apply each strategy.	1	2.1	6.2
Total responses (Total N= 48)	16	33.3	100
Total (N=98)	30	30.6	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (22) (PM Version)	22	0
Group 2 (28) (PM Version)	27	1
<b>Total = 50</b>	<b>49</b>	<b>1</b>
<b>Percent</b>	<b>98</b>	<b>2</b>
Group 3 (25) (TS Version)	24	1
Group 4 (23) (TS Version)	18	5
<b>Total = 48</b>	<b>42</b>	<b>6</b>
<b>Percent</b>	<b>87.5</b>	<b>12.5</b>
<b>Total = 98</b>	<b>91</b>	<b>7</b>
<b>Percent</b>	<b>92.9</b>	<b>7.1</b>

7. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student enjoyed working in groups.	9	18	22.5
▪ The student had the opportunity to practise reading and interpreting the meaning of difficult sentences.	7	14	17.5
▪ The text was not boring and close to the student's background knowledge.	7	14	17.5
▪ The student learnt new vocabulary.	4	8	10
▪ Working on the task was enjoyable.	3	6	7.5
▪ The student could understand the text.	3	6	7.5
▪ The teacher's teaching was not stressful.	2	4	5
▪ Writing the answers on the whiteboard.	2	4	5
▪ The student got involved in answering the questions.	1	2	2.5
▪ The unit's appearance was appealing.	1	2	2.5
▪ The student gained new knowledge about Buddhism.	1	2	2.5
<b>Total responses</b>	<b>40</b>	<b>80</b>	<b>100</b>
Missing	10	20	
<b>Total</b>	<b>50</b>	<b>100</b>	
TS Groups:			
▪ The student enjoyed working in groups.	12	25	30.7
▪ Teacher B attempted to stimulate the whole class to think and explained the text clearly. She never put pressure on them	8	16.7	20.5
▪ The student had the opportunity to practise expressing ideas in English.	6	12.5	15.4
▪ The student was able to draw inferences about what the writer wanted to tell the reader better.	4	8.3	10.2
▪ The task was useful.	3	6.2	7.7
▪ Drawing inferences about the text was enjoyable.	2	4.2	5.1
▪ There were choices for the student to choose.	1	2.1	2.6

▪ The task motivated the student to think a lot.	1	2.1	2.6
▪ The text was enjoyable.	1	2.1	2.6
▪ There was a plenty of time for the student to work on the task.	1	2.1	2.6
<b>Total responses</b>	<b>39</b>	<b>81.3</b>	<b>100</b>
Missing	9	18.7	
<b>Total</b>	<b>48</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult. The student could not translate the text.	8	16	34.9
▪ The text was difficult due to complicated and long sentences.	6	12	26.1
▪ The text was not quite interesting.	2	4	8.7
▪ The student disliked working with classmates he was not close to.	2	4	8.7
▪ It was difficult to draw inferences.	2	4	8.7
▪ The student could not express ideas in English.	1	2	4.3
▪ The classroom atmosphere was unpleasant.	1	2	4.3
▪ There were too many tasks.	1	2	4.3
<b>Total responses</b>	<b>23</b>	<b>46</b>	<b>100</b>
Missing	27	54	
<b>Total</b>	<b>50</b>	<b>100</b>	
TS Groups:			
▪ The vocabulary was difficult.	6	12.5	31.6
▪ The student was not able to express ideas in English.	6	12.5	31.6
▪ The students felt sleepy.	2	4.2	10.5
▪ The task was not enjoyable. One student said, 'I needed to deeply understand the text in order to understand the writer's opinions'.	2	4.2	10.5
▪ The student felt that his English proficiency was poor.	2	4.2	10.5
▪ There were too many members in a group.	1	2	5.3
<b>Total responses</b>	<b>19</b>	<b>39.6</b>	<b>100</b>
Missing	29	60.4	
<b>Total</b>	<b>48</b>	<b>100</b>	

## Task Eight: Inferring the Writer's Implicit Ideas

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (18) (PM Version)	0	0	2	7	9	0	0
Group 2 (28) (PM Version)	0	0	2	12	13	1	0
Total = 46	0	0	4	19	22	1	0
Percent	0	0	8.7	41.3	47.8	2.2	0
Group 3 (27) (TS Version)	0	1	1	12	12	1	0
Group 4 (25) (TS Version)	0	0	1	9	12	3	0
Total = 52	0	1	2	21	24	4	0
Percent	0	1.9	3.8	40.4	46.2	7.7	0
Total = 98	0	1	6	40	46	5	0
Percent	0	1	6.1	40.8	46.9	5.1	0

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student could understand the text more.	14	30.4
	▪ The student could practise drawing inferences independently.	3	6.5
	▪ The task was useful.	3	6.5
	▪ The teacher's teaching was enjoyable.	1	2.2
	▪ The student had the opportunity to practise his thinking skills.	1	2.2
	▪ The task was very enjoyable.	1	2.2
	3:		
	▪ Some items were too difficult to infer.	6	13.1
	▪ The task could somehow help improve the student's reading proficiency.	3	6.5
	▪ The task was fun but quite difficult.	3	6.5
	▪ The task was difficult.	2	4.3
	▪ The task was related to the text the student had read already, so it was not exciting.	2	4.3
	▪ The task enabled the student to understand the text as a whole.	1	2.2
	0-2:		
	▪ The student was unable to infer the writer's messages from the excerpts provided.	2	4.3
	▪ The student felt that he did not read much in this task.	1	2.2
Total responses		43	93.4
Missing		3	6.6
Total		46	100

TS Groups	4-6:		
	▪ The student understood how to infer and learnt more about the main points of the text.	12	23.1
	▪ The task was very useful.	3	5.8
	▪ The teacher helped a lot.	3	5.8
	▪ The task enabled the student to express ideas in English better.	2	3.8
	▪ The student had opportunities to help each other think and exchange ideas.	2	3.8
	▪ The student learnt new vocabulary.	2	3.8
	▪ The text was not too difficult.	1	1.9
	3:		
	▪ The task was very useful.	6	11.6
	▪ The student had the opportunity to practise inferring. They also understood the text's main points.	4	7.7
	▪ The student learnt how to express ideas in English.	4	7.7
	▪ The student could not understand the text and could not infer much.	4	7.7
	▪ The teacher guided the student as to how to infer.	3	5.8
	2:		
	▪ The student felt exhausted because he had done a number of tasks in the unit.	2	3.8
Total responses		48	92.3
Missing		4	7.7
Total		52	100

## 2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (18) (PM Version)	0	0	6	9	3	0	0
Group 2 (28) (PM Version)	0	0	3	16	9	0	0
Total = 46	0	0	9	25	12	0	0
Percent	0	0	19.6	54.3	26.1	0	0
Group 3 (27) (TS Version)	0	1	1	18	6	1	0
Group 4 (25) (TS Version)	0	0	1	9	12	3	0
Total = 52	0	1	2	27	18	4	0
Percent	0	1.9	3.9	51.9	34.6	7.7	0
Total = 98	0	1	11	52	30	4	0
Percent	0	1	11.2	53.1	30.6	4.1	0



2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student had opportunities to share ideas with other students.	6	13
	▪ The task helped improve the student's thinking skills.	2	4.3
	▪ The student had opportunities to practise expressing their ideas in English.	1	2.2
	▪ The task was enjoyable.	1	2.2
	▪ The teacher's teaching was fun.	1	2.2
	3:		
	▪ The student shared ideas and knowledge with other students.	12	26
	▪ The task was enjoyable.	5	10.9
	▪ The student learnt more reading strategies.	2	4.3
	▪ The task was not too difficult. The student was able to cope with the task.	1	2.2
	▪ The task was not something new.	1	2.2
	▪ The student could not get the answers, so it was not fun.	1	2.2
	0-2:		
	▪ It was difficult to infer.	2	4.3
	▪ The teacher could not entertain the class. One student said, 'The teacher is not active in teaching'.	2	4.3
	▪ The text was not quite interesting.	1	2.2
	▪ The student was not good at English.	1	2.2
	▪ The student did not work with the same group member.	1	2.2
	▪ The student could share ideas with other group members.	1	2.2
Total responses		41	89.1
Missing		5	10.9
Total		46	100
TS Groups	4-6:		
	▪ The students enjoyed exchanging ideas and knowledge.	13	25.1
	▪ The students were able to understand the text content.	2	3.8
	▪ The task was fun.	2	3.8
	▪ The teacher guided the student to how to work on the task step by step.	1	1.9
	▪ The task was easy and the student did not have to think much.	1	1.9
	3:		
	▪ The student had the opportunity to work in groups.	10	19.3
	▪ The task was quite difficult. The student could not think of the answers.	3	5.9
	▪ The student was not able to express ideas in English.	2	3.8
	▪ The task enabled the student to understand the text better.	1	1.9

	<ul style="list-style-type: none"> <li>The task contained too many items.</li> <li>The student felt sleepy.</li> <li>The student rarely talked with other students.</li> </ul>	1	1.9
		1	1.9
		1	1.9
	2: <ul style="list-style-type: none"> <li>The task was difficult. One student said, 'I couldn't translate the text. I didn't understand it at all so the task's not fun'</li> </ul>	2	3.8
	<ul style="list-style-type: none"> <li>There were too many tasks in the unit.</li> </ul>	1	1.9
Total responses		41	78.8
Missing		11	21.2
Total		52	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (18) (PM Version)	0	13	5
Group 2 (28) (PM Version)	0	21	7
Total = 46	0	34	12
Percent	0	73.9	26.1
Group 3 (27) (TS Version)	0	26	1
Group 4 (25) (TS Version)	0	10	15
Total = 52	0	36	16
Percent	0	69.2	30.8
Total = 98	0	70	28
Percent	0	71.4	28.6

3.1 If you found the language 'too difficult', please explain the reasons why you felt that way.

Students' written responses	N	Percent (N=46)	Valid Percent
PM Groups:			
<ul style="list-style-type: none"> <li>The vocabulary was too difficult and technical.</li> </ul>	6	13.1	50
<ul style="list-style-type: none"> <li>The sentence structures were complicated.</li> </ul>	3	6.5	25
<ul style="list-style-type: none"> <li>The text was too difficult to understand.</li> </ul>	2	4.3	16.7
<ul style="list-style-type: none"> <li>The student did not know how to express ideas in English.</li> </ul>	1	2.2	8.3
Total responses	12	26.1	100
TS Groups:			
<ul style="list-style-type: none"> <li>The vocabulary was difficult and technical.</li> </ul>	10	19.3	62.5
<ul style="list-style-type: none"> <li>The student had difficulties in expressing ideas in English.</li> </ul>	3	5.8	18.8
<ul style="list-style-type: none"> <li>The text content was difficult to understand.</li> </ul>	2	3.8	12.5

▪ The sentence structures were complicated.	1	1.9	6.2
Total responses (Total N= 52)	16	30.8	100
Total (N=98)	28	28.6	

4. Were there other factors which made the task difficult except the language?

	<b>YES</b>	<b>NO</b>
Group 1 (18) (PM Version)	0	18
Group 2 (28) (PM Version)	4	24
Total = 46	4	42
Percent	8.7	91.3
Group 3 (27) (TS Version)	1	26
Group 4 (25) (TS Version)	8	17
Total = 52	9	43
Percent	17.3	82.7
Total = 98	13	85
Percent	13.3	86.7

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=46)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The text content was difficult to understand.	1	2.2	25
▪ The student did not know how to infer.	1	2.2	25
▪ The student was not able to express ideas in English.	1	2.2	25
▪ The student did not understand the meaning of some words.	1	2.2	25
Total responses	4	8.8	100
TS Groups:			
▪ The student did not know how to express ideas in English. One student explained that he understood the text, but were not able to write the answers in sentences.	6	11.6	75
▪ The vocabulary was difficult.	1	1.9	12.5
▪ The text content was too difficult to understand.	1	1.9	12.5
Total responses (Total N= 52)	8	15.4	100
Total (N=98)	12	12.2	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (18) (PM Version)	4	0	14
Group 2 (28) (PM Version)	7	0	21
Total = 46	11	0	35
Percent	23.9	0	76.1
Group 3 (27) (TS Version)	2	0	25
Group 4 (25) (TS Version)	13	0	12
Total = 52	15	0	37
Percent	28.8	0	71.2
Total = 98	26	0	72
Percent	26.5	0	73.5

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=46)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had poor English proficiency.	4	8.7	36.4
▪ The vocabulary was difficult.	3	6.5	27.3
▪ The student did not understand some sentences, so he was not able to infer.	3	6.5	27.3
▪ The student had difficulties in expressing ideas in English.	1	2.2	9
Total responses	11	23.9	100
TS Groups:			
▪ The vocabulary was difficult, so the student could not translate the text.	10	19.2	66.7
▪ The student could not express ideas in English because he was not good at grammar.	5	9.6	33.3
Total responses (Total N= 52)	15	28.8	100
Total (N=98)	26	50	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (18) (PM Version)	18	0
Group 2 (28) (PM Version)	26	2
Total = 46	44	2
Percent	95.7	4.3

Group 3 (27) (TS Version)	25	2
Group 4 (25) (TS Version)	20	5
Total = 52	45	7
Percent	86.5	13.5
Total = 98	89	9
Percent	90.8	9.2

7. Can you write one thing you liked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student enjoyed working in groups.	14	30.4	38.8
▪ The student had opportunities to practise inferring.	5	10.9	13.9
▪ The student had opportunities to practise writing the answers in sentences.	5	10.9	13.9
▪ The student learnt new words.	3	6.5	8.3
▪ The student could understand the text better.	3	6.5	8.3
▪ Working on the task was enjoyable.	2	4.3	5.6
▪ The teacher's teaching was enjoyable.	2	4.3	5.6
▪ The task was useful to the coming exams.	1	2.2	2.8
▪ The task was short and easy to understand.	1	2.2	2.8
Total responses	36	78.2	100
Missing	10	21.8	
Total	46	100	
TS Groups:			
▪ The student learnt a lot from other students while working in groups.	11	21.2	27.5
▪ The teacher helped translate the text and stimulated the student to think a lot.	8	15.4	20
▪ The task was enjoyable.	5	9.6	12.5
▪ The student could understand the text better. One student wrote, 'I could understand the text better and now I enjoy my study more than before'.	4	7.7	10
▪ The task was useful.	3	5.8	7.5
▪ The student was able to express ideas in English better.	3	5.8	7.5
▪ The task improved the student's reading proficiency.	3	5.8	7.5
▪ There was a plenty of time for the student to work on this task.	2	3.8	5
▪ The student could practise thinking.	1	1.9	2.5
Total responses	40	77	100
Missing	12	23	
Total	52	100	

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	3	6.5	21.4
▪ The text was not enjoyable. One student commented, 'The text was about religion and sounds academic. It's boring'.	3	6.5	21.4
▪ It was difficult to guess the answers.	2	4.3	14.3
▪ The task was difficult.	2	4.3	14.3
▪ The classroom atmosphere was too stressful. One student said, 'The classroom atmosphere was too stressful. Sometimes I don't want to come to classes. Another commented, 'The teacher's teaching was too serious. The teacher should have shared her personal experiences or stories which were related to the text with us sometimes'.	2	4.3	14.3
▪ There were too many tasks in the unit.	1	2.2	7.1
▪ The student had difficulties in expressing ideas in English.	1	2.2	7.1
Total responses	14	30.3	100
Missing	32	69.7	
Total	46	100	
TS Groups:			
▪ The students had difficulties in expressing ideas in English.	4	7.7	44.4
▪ The vocabulary was difficult.	3	5.8	33.4
▪ It was difficult to interpret the writer's ideas.	1	1.9	11.1
▪ The student felt pressure because he was always behind his classmates.	1	1.9	11.1
Total responses	9	17.3	100
Missing	43	82.7	
Total	52	100	

### UNIT THREE: *Get Out and Play!*

#### Task Three: Outlining

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (19) (PM Version)	0	0	0	4	8	6	1
Group 2 (30) (PM Version)	0	0	0	9	19	2	0
Total = 49	0	0	0	13	27	8	1
Percent	0	0	0	26.5	55.1	16.3	2.1

Group 3 (24) (TS Version)	0	0	0	12	9	2	1
Group 4 (26) (TS Version)	0	0	0	5	16	5	0
Total = 50	0	0	0	17	25	7	1
Percent	0	0	0	34	50	14	2
Total = 99	0	0	0	30	52	15	2
Percent	0	0	0	30.3	52.5	15.2	2

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The task enabled the student to understand the text's main points, contributing to his overall text understanding. One student explained that the task helped him clearly grasp the whole structure of the text.	23	47
	▪ The text was close to the student's background knowledge. One student wrote, 'The text was not boring and related to my background knowledge'.	5	10.2
	▪ The task was easy to understand because the student could guess the word meaning.	3	6.1
	▪ The student prepared the text before hand.	2	4.1
	▪ The task was enjoyable.	1	2
	3:		
	▪ The student was able to read and understand the text better.	5	10.2
	▪ The text was not too difficult for the student to understand.	3	6.1
	▪ The student had difficulties in writing the answers in sentences.	2	4.1
	▪ The student wanted to work on this task as a whole-class activity.	1	2
Total responses		45	91.8
Missing		4	8.2
Total		49	100
TS Groups	4-6		
	▪ The task enabled the student to find the main idea and supporting details of the text.	14	28
	▪ The text was not too difficult and the student could make use of the context clues in guessing the meaning of unknown words.	8	16
	▪ The teacher helped the students translate the text.	3	6
	▪ The task motivated the students to persevere with their reading.	2	4
	▪ The student learnt new words.	1	2
	3		
	▪ The text was interesting and not too difficult. One student said that he could make use of the clues in the text in guessing the meaning of unknown words.	3	6

	<ul style="list-style-type: none"> <li>▪ The student was able to find the main idea and major supporting details of the text faster.</li> <li>▪ The student could understand the text when reading it together with the whole class.</li> <li>▪ The student thought the task was OK.</li> <li>▪ The student needed to think of how to express his idea in English.</li> <li>▪ Some words were too difficult.</li> </ul>	5 4 2 1 1	10 8 4 2 1
Total responses		44	88
Missing		6	12
Total		50	100

## 2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (19) (PM Version)	0	0	2	5	8	3	1
Group 2 (30) (PM Version)	0	0	2	17	11	0	0
Total = 49	0	0	4	22	19	3	1
Percent	0	0	8.2	44.9	38.8	6.1	2
Group 3 (24) (TS Version)	0	0	1	16	7	0	0
Group 4 (26) (TS Version)	0	0	0	8	15	3	0
Total = 50	0	0	1	24	22	3	0
Percent	0	0	2	48	44	6	0
Total = 99	0	0	5	46	41	6	1
Percent	0	0	5	46.5	41.4	6.1	1

### 2.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	<ul style="list-style-type: none"> <li>▪ Working in groups was enjoyable. One student explained, 'It's fun exchanging ideas and talking with each other'.</li> </ul>	11	22.4
	<ul style="list-style-type: none"> <li>▪ The text was interesting and not too difficult.</li> </ul>	7	14.3
	<ul style="list-style-type: none"> <li>▪ The student could find the causes of obesity in the text <i>Big in Taiwan</i> without any difficulties.</li> </ul>	2	4.2
	3:		
	<ul style="list-style-type: none"> <li>▪ Working in groups was enjoyable.</li> </ul>	7	14.3
	<ul style="list-style-type: none"> <li>▪ The task was enjoyable.</li> </ul>	5	10.2
	<ul style="list-style-type: none"> <li>▪ The task motivated the student to think a lot.</li> </ul>	2	4.2
	<ul style="list-style-type: none"> <li>▪ The task was difficult.</li> </ul>	1	2
	<ul style="list-style-type: none"> <li>▪ The student learnt more vocabulary.</li> </ul>	1	2
	<ul style="list-style-type: none"> <li>▪ The task was boring.</li> </ul>	1	2



	0-2		
	<ul style="list-style-type: none"> <li>The task was boring because it was not something new.</li> <li>Some group members did not contribute to the task.</li> </ul>	3	6.1
		1	2
Total responses		41	83.7
Missing		8	16.3
Total		49	100
TS Groups	4-6		
	<ul style="list-style-type: none"> <li>The student enjoyed working in groups and expressing ideas.</li> <li>The text was interesting and close to the student's background knowledge.</li> <li>The teacher encouraged the student to think a lot.</li> <li>The task was enjoyable.</li> <li>The vocabulary was not difficult.</li> </ul>	10	20
		5	10
		3	6
		3	6
		1	2
	3		
	<ul style="list-style-type: none"> <li>The text was interesting and close to the student's background knowledge.</li> <li>The task was enjoyable.</li> <li>The task was not quite enjoyable.</li> <li>The student had opportunities to think of the answers with the whole class.</li> <li>The task was OK.</li> <li>The task improved the student's reading proficiency.</li> <li>The task was easy, but the student did not fully understand it.</li> </ul>	5	10
		5	10
		2	4
		2	4
		4	8
		1	2
		1	2
Total responses		42	84
Missing		8	16
Total		50	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (19) (PM Version)	0	18	1
Group 2 (30) (PM Version)	0	28	2
Total = 49	0	46	3
Percent	0	93.9	6.1
Group 3 (24) (TS Version)	0	22	2
Group 4 (26) (TS Version)	0	24	2
Total = 50	0	46	4
Percent	0	92	8
Total = 99	0	92	7
Percent	0	92.9	7.1

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students’ written responses	N	Percent (N=49)	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	1	2	33.3
▪ The sentence structures were complicated.	1	2	33.3
▪ The student had poor English proficiency.	1	2	33.3
Total responses	3	6	100
TS Groups:			
▪ The vocabulary was difficult.	3	6	75
▪ The student was not able to express ideas in English.	1	2	25
Total responses (Total N= 50)	4	8	100
Total (N=99)	7	7.1	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (19) (PM Version)	2	17
Group 2 (30) (PM Version)	4	26
Total = 49	6	43
Percent	12.2	87.8
Group 3 (24) (TS Version)	1	23
Group 4 (26) (TS Version)	6	20
Total = 50	7	43
Percent	14	86
Total = 99	13	86
Percent	13.1	86.9

4.1 If you answered ‘YES’, what made you felt that way?

Students’ written responses	N	Percent (N=49)	Valid Percent
PM Groups:			
▪ It was difficult to write the answers in sentences.	4	8.2	66.6
▪ The student wanted the teacher to translate the text for them in detail.	1	2	16.7
▪ The student could not follow what the teacher said.	1	2	16.7
Total responses	6	12.2	100
TS Groups:			
▪ The student could think of the answers in Thai, but were not able to express them in English.	3	6	42.8
▪ The student could not understand the main idea.	1	2	14.3
▪ The vocabulary was difficult.	1	2	14.3
▪ The student could not follow what the teacher said.	1	2	14.3

▪ The classroom atmosphere was boring and quiet.	1	2	14.3
Total responses (Total N= 50)	7	14	100
Total (N=99)	13	13.1	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (19) (PM Version)	4	0	15
Group 2 (30) (PM Version)	5	0	25
Total = 49	9	0	40
Percent	18.4	0	81.6
Group 3 (24) (TS Version)	4	0	20
Group 4 (26) (TS Version)	9	0	17
Total = 50	13	0	37
Percent	26	0	74
Total = 99	22	0	77
Percent	22.2	0	77.8

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=49)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had poor English proficiency.	5	10.2	71.4
▪ The time was limited.	2	4.1	28.6
Total responses	7	14.3	100
TS Groups:			
▪ The student needed some more practice. He was not yet competent in making an outline.	6	12	46.2
▪ The student had poor English proficiency.	4	8	30.8
▪ The student needed the teacher to translate the text for him in detail.	3	6	23.1
Total responses (Total N= 50)	13	26	100
Total (N=99)	20	20.2	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (19) (PM Version)	16	3
Group 2 (30) (PM Version)	28	2
Total = 49	44	5
Percent	89.8	10.2
Group 3 (24) (TS Version)	22	2
Group 4 (26) (TS Version)	21	5
Total = 50	43	7
Percent	86	14
Total = 99	87	12
Percent	87.9	12.1

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student enjoyed working in groups because he could exchange ideas with other students.	11	22.4	26.8
▪ The task was enjoyable and easy.	8	16.3	19.5
▪ The text was interesting.	7	14.3	17.1
▪ The student improved his reading proficiency and could understand the text better.	7	14.3	17.1
▪ The task enabled the student to improve his thinking skills.	5	10.2	12.2
▪ The teacher provided help to the student.	3	6.1	7.3
Total responses	41	83.6	100
Missing	8	16.4	
Total	49	100	
TS Groups:			
▪ The student enjoyed working collaboratively.	14	28	35.9
▪ The text was close to the student's background knowledge and not too difficult. The student also commented that the vocabulary used in the text was not too difficult.	8	16	20.5
▪ The teacher explained the text very clearly. One student said, 'I actually couldn't understand the text by myself, but the teacher provided a clear explanation and clarified what I did not understand'.	7	14	17.9
▪ The student had the opportunities to improve their thinking skills.	4	8	10.3
▪ The task was enjoyable.	4	8	10.3
▪ The student gained more knowledge about health issues.	2	4	5.1

Total responses	39	78	100
Missing	11	22	
Total	50	100	

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The classroom atmosphere was silent and boring. One student said, 'The classroom atmosphere was depressing and boring to me. There should have been a game for a change sometimes, even though it sounded stupid'. Another said, 'I don't like the way the teacher taught. I wanted the teacher to explain and really teach us more than this. I don't like a child-centred way of teaching and learning'.	3	6.1	50
▪ The student had difficulties writing the answers in sentences.	2	4.1	33.3
▪ The student needed more time to read the text.	1	2	16.7
Total responses	6	12.2	100
Missing	43	87.8	
Total	49	100	
TS Groups:			
▪ The student was not able to express ideas in English.	4	8	33.3
▪ The time was limited. The teacher needed to translate the text faster than usual at the end of the lesson.	3	6	25
▪ The student felt sleepy.	2	4	16.7
▪ The student could not extract the main points of the text correctly.	2	4	16.7
▪ The student could not follow what the teacher said.	1	2	8.3
Total responses	12	24	100
Missing	38	76	
Total	50	100	

#### Task Four: Critical Reading

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM Version)	0	0	0	7	8	0	0
Group 2 (29) (PM Version)	0	0	0	8	19	2	0
Total = 44	0	0	0	15	27	2	0
Percent	0	0	0	34.1	61.4	4.5	0
Group 3 (25) (TS Version)	0	1	0	16	8	0	0
Group 4 (21) (TS Version)	0	0	0	5	13	3	0

Total = 46	0	1	0	21	21	3	0
Percent	0	2.2	0	45.6	45.6	6.6	0
Total = 90	0	1	0	36	48	5	0
Percent	0	1.1	0	40	53.3	5.6	0

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The task enabled the student to understand the text because he had to understand the text deeply before being able to achieve the task outcomes.	14	31.8
	▪ The text was interesting.	5	11.4
	▪ The student could learn how to justify and evaluate the writer's statements.	3	6.8
	▪ The student was able to perform the task well.	2	4.5
	▪ The task was useful.	1	2.3
	▪ The task improved the student's ability to scan for specific details.	1	2.3
	3:		
	▪ The task enabled the student to understand the text better.	5	11.4
	▪ This task did not help increase the student's reading proficiency much. One student said, 'We only found out who said the provided statements. This did not help us translate the text any better'.	4	9.1
	▪ The student could find out the answers easily.	2	4.5
	▪ The student learnt how to evaluate the writer's statements.	1	2.3
Total responses		38	86.4
Missing		6	13.6
Total		44	100
TS Groups	4-6:		
	▪ The task facilitated the student's text comprehension.	7	15.2
	▪ The vocabulary was easy.	5	10.9
	▪ The student learnt how to distinguish facts from opinions.	3	6.5
	▪ The teacher provided guidance on how to achieve the outcomes.	3	6.5
	▪ The student improved reading proficiency.	2	4.3
	▪ The task was enjoyable.	2	4.3
	▪ The task stimulated the student to think.	2	4.3
	3:		
	▪ The student had the opportunity to reread the text.	4	8.7
	▪ The text was interesting.	3	6.5
	▪ The student could improve his reading proficiency.	3	6.5
	▪ The student already read and understood the text, so he thought the task was not much exciting.	3	6.5
	▪ The task did not help facilitate text understanding.	2	4.3
	▪ The vocabulary was difficult.	1	2.3

	0-2: <ul style="list-style-type: none"> <li>The task only asked the student to find who said the provided statements. There was nothing much to do in the task.</li> </ul>	1	2.3
Total responses		41	89.1
Missing		5	10.9
Total		46	100

## 2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM Version)	0	0	1	6	8	0	0
Group 2 (29) (PM Version)	0	0	0	14	14	1	0
Total = 44	0	0	1	20	22	1	0
Percent	0	0	2.3	45.4	50	2.3	0
Group 3 (25) (TS Version)	0	0	0	17	7	1	0
Group 4 (21) (TS Version)	0	0	0	4	15	2	0
Total = 46	0	0	0	21	22	3	0
Percent	0	0	0	45.7	47.8	6.5	0
Total = 90	0	0	1	41	44	4	0
Percent	0	0	1.1	45.6	48.9	4.4	0

### 2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6: <ul style="list-style-type: none"> <li>The student enjoyed working in groups.</li> <li>The task was enjoyable.</li> <li>The text was not difficult.</li> <li>The student could practise scanning for the people who said the provided statements.</li> <li>The student could understand the text.</li> </ul>	10	22.7
		5	11.4
		3	6.8
		2	4.5
		1	2.3
	3: <ul style="list-style-type: none"> <li>The task was enjoyable.</li> <li>The student had the opportunity to exchange ideas with other students.</li> <li>The task was boring and not something new.</li> <li>The student could learn some technical words.</li> </ul>	13	29.5
		3	6.8
		2	4.5
		2	4.5
Total responses		41	93.2
Missing		3	6.8
Total		44	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>Working on the task together with other classmates was enjoyable.</li> </ul>	8	17.4

	▪ The student had opportunities to practise thinking.	5	10.8
	▪ The task was enjoyable.	4	8.7
	▪ The student fully participated in the task and was able to think of the answers.	3	6.5
	▪ The teacher's teaching was enjoyable.	2	4.3
	▪ The teacher did not ask the students to work with new people today.	1	2.2
	▪ The student could understand the text.	1	2.2
	▪ The vocabulary was easy.	1	2.2
	3:		
	▪ Working in groups was enjoyable.	7	15.2
	▪ The task was enjoyable.	4	8.7
	▪ The task was OK.	3	6.5
	▪ The student did not fully understand the task and the text.	1	2.2
	▪ It was easy to find the answers.	1	2.2
Total responses		41	89.1
Missing		5	10.9
Total		46	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (15) (PM Version)	0	12	3
Group 2 (29) (PM Version)	1	26	2
Total = 44	1	38	5
Percent	2.2	86.4	11.4
Group 3 (25) (TS Version)	0	23	2
Group 4 (21) (TS Version)	0	19	2
Total = 46	0	42	4
Percent	0	91.3	8.7
Total = 90	1	80	9
Percent	1.1	88.9	10

3.1 If you found the language 'too difficult', please explain the reasons why you felt that way.

Students' written responses	N	Percent (N=44)	Valid Percent
PM Groups:			
▪ The vocabulary was difficult. The student was not able to translate the text.	4	9.1	80
▪ The sentence structures were complicated.	1	2.3	20
Total responses	5	11.4	100



TS Groups:			
▪ The vocabulary was difficult.	4	8.7	100
Total responses (Total N= 46)	4	8.7	100
Total (N=90)	9	10	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (15) (PM Version)	1	14
Group 2 (29) (PM Version)	2	27
Total = 44	3	41
Percent	6.81	93.18
Group 3 (25) (TS Version)	1	24
Group 4 (21) (TS Version)	1	20
Total = 46	2	44
Percent	4.3	95.7
Total = 90	5	85
Percent	5.6	94.4

4.1 If you answered 'YES', what made you felt that way?

Students' written responses	N	Percent (N=44)	Valid Percent
PM Groups:			
▪ The student did not know how to express ideas in English.	2	4.5	66.7
▪ Identifying the evidence to support the answers was difficult.	1	2.3	33.3
Total responses	3	6.8	100
TS Groups:			
▪ The student did not know how to express ideas in English.	2	4.3	100
Total responses (Total N= 46)	2	4.3	100
Total (N=90)	5	5.1	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	I would like to have more help from the teacher	I would like to have less help from the teacher	I think the amount of help is fine
Group 1 (15) (PM Version)	3	0	12
Group 2 (29) (PM Version)	4	0	25
Total = 44	7	0	37

Percent	15.9	0	84.1
Group 3 (25) (TS Version)	3	2	20
Group 4 (21) (TS Version)	6	0	15
Total = 46	9	2	35
Percent	19.6	4.3	76.1
Total = 90	16	2	72
Percent	17.8	2.2	80

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=44)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had poor English proficiency.	4	9.1	57.1
▪ The student needed the teacher to provide more explanation.	3	6.8	42.9
Total responses	7	15.9	100
TS Groups:			
▪ The student needed more practice.	5	10.9	62.5
▪ The student did not understand the meaning of some words.	3	6.5	37.5
Total responses (Total N= 46)	8	17.4	100
Total (N=90)	15	16.7	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (15) (PM Version)	14	1
Group 2 (29) (PM Version)	28	1
Total = 44	42	2
Percent	95.5	4.5
Group 3 (25) (TS Version)	23	2
Group 4 (21) (TS Version)	20	1
Total = 46	43	3
Percent	93.5	6.5
Total = 90	85	5
Percent	94.4	5.6

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student had opportunities to work cooperatively with other classmates.	12	27.3	32.4
▪ The task was enjoyable. One student said, 'The task was enjoyable. It was like a game. I also understood the text'.	9	20.5	24.4
▪ The task stimulated the student to think deeply.	5	11.4	13.5
▪ The text was not too difficult.	4	9.1	10.8
▪ The student learnt new words.	3	6.8	8.1
▪ The task itself was easy.	2	4.5	5.4
▪ The student gained knowledge and improved reading proficiency.	1	2.3	2.7
▪ The student had the opportunity to practise scanning for details.	1	2.3	2.7
Total responses	37	84.2	100
Missing	7	15.8	
Total	44	100	
TS Groups:			
▪ The student enjoyed working in groups.	10	21.7	31.3
▪ The task stimulated the student to think and to analyse the text.	8	17.4	25
▪ It was easy to find the answers.	5	10.8	15.7
▪ The text was enjoyable.	3	6.5	9.4
▪ The teacher gave help to the student a lot.	2	4.3	6.2
▪ The task did not take up too much time.	2	4.3	6.2
▪ The vocabulary was easy.	1	2.2	3.1
▪ The task was new to the student.	1	2.2	3.1
Total responses	32	69.6	100
Missing	14	30.4	
Total	46	100	

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student could not express ideas in English.	3	6.7	49.9
▪ The task was boring.	1	2.3	16.7
▪ There was nothing much in the task.	1	2.3	16.7
▪ There were a number of tasks in the unit.	1	2.3	16.7
Total responses	6	13.6	100
Missing	38	86.4	
Total	44	100	
TS Groups:			
▪ The teachers spent too much time on the task.	2	4.3	22.2
▪ The student felt sleepy.	2	4.3	22.2

▪ The task was not fun.	1	2.2	11.1
▪ The student did not enjoy working individually.	1	2.2	11.1
▪ The student was not able to find the main points of the text.	1	2.2	11.1
▪ The student needed to read the text in detail.	1	2.2	11.1
▪ The student did not clearly understand the task purpose. This student did not understand how this task helped improve reading proficiency.	1	2.2	11.1
Total responses	9	19.6	100
Missing	37	80.4	
Total	46	100	

### Task Seven: Scanning for Specific Information

1. How much has the task met your particular needs in reading?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (23) (PM Version)	0	0	1	6	16	0	0
Group 2 (29) (PM Version)	0	0	0	8	20	1	0
Total = 52	0	0	1	14	36	1	0
Percent	0	0	1.9	27	69.2	1.9	0
Group 3 (25) (TS Version)	0	0	0	13	10	2	0
Group 4 (24) (TS Version)	0	0	1	6	13	4	0
Total = 49	0	0	1	19	23	6	0
Percent	0	0	2	38.8	47	12.2	0
Total = 101	0	0	2	33	59	7	0
Percent	0	0	2	32.7	58.4	6.9	0

1.1 Please state the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ The student was able to understand the text better.	14	27
	▪ Scanning enabled the student to read the text faster.	4	7.7
	▪ The task was enjoyable.	3	5.9
	▪ The text was easy to understand because of its familiarity to the student's background knowledge.	3	5.9
	▪ The student practised translating the text.	2	3.8
	▪ The student had opportunities to guess the answers and the task could be applicable to the student's daily life.	2	3.8
	3:		
	▪ The student improved his reading proficiency and understood the text better.	5	9.6

	<ul style="list-style-type: none"> <li>The student was able to make sense of the first text (<i>Big in Taiwan</i>).</li> <li>The student learnt more new words.</li> <li>The text <i>Get Out and Play!</i> was difficult due to unfamiliar vocabulary.</li> <li>The task was enjoyable.</li> <li>The task did not take too much time.</li> </ul>	2	3.8
		2	3.8
		2	3.8
		2	3.8
		1	1.9
	0-2: <ul style="list-style-type: none"> <li>The student did not understand the questions.</li> </ul>	1	1.9
Total responses		43	82.7
Missing		9	17.3
Total		52	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>The student could practise scanning for specific details. It enabled him to read faster and make use of the key words in making sense of the text better.</li> <li>The text was not too difficult to understand.</li> <li>The student learnt how to compare similarities and differences between the two texts.</li> <li>The teacher had a clear explanation.</li> <li>The student sat in groups and worked with other students.</li> <li>It was fun thinking of the answers.</li> </ul>	20	40.8
		2	4.1
		2	4.1
		2	4.1
		1	2
		1	2
	3: <ul style="list-style-type: none"> <li>The time was limited.</li> <li>The student did not understand the second text.</li> <li>The task enabled the student to read faster and improved his overall reading proficiency.</li> <li>There was an exchange of ideas among students in groups.</li> <li>The task rarely helped the student improve his reading proficiency.</li> <li>The student could understand only some parts of the text.</li> </ul>	4	8.2
		4	8.2
		2	4.1
		2	4.1
		2	4.1
		2	4.1
	0-2 <ul style="list-style-type: none"> <li>The student did not understand the meaning of some words.</li> </ul>	1	2
Total responses		45	91.9
Missing		4	8.1
Total		49	100

2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (23) (PM Version)	0	0	2	11	10	0	0
Group 2 (29) (PM Version)	0	0	1	14	13	0	1
Total = 52	0	0	3	25	23	0	1
Percent	0	0	5.8	48.1	44.2	0	1.9

Group 3 (25) (TS Version)	0	0	2	14	7	2	0
Group 4 (24) (TS Version)	0	0	1	10	10	3	0
Total = 49	0	0	3	24	17	5	0
Percent	0	0	6.1	49	34.7	10.2	0
Total = 101	0	0	6	49	40	5	1
Percent	0	0	6	48.5	39.6	4.9	1

2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ It was enjoyable working in groups.	10	19.2
	▪ The text was interesting and close to the student's background knowledge.	5	9.6
	▪ The task was enjoyable.	3	5.8
	▪ The task stimulated the student to think deeply.	3	5.8
	▪ The task was not too difficult.	1	1.9
	▪ The student understood the overall idea of the text.	1	1.9
	3:		
	▪ The student enjoyed working in groups.	9	17.3
	▪ The task was enjoyable.	7	13.5
TS Groups	▪ The text was interesting.	3	5.8
	▪ The student did not fully understand <i>Get Out and Play!</i> .	1	1.9
	Total responses	43	82.7
	Missing	9	17.3
	Total	52	100
	4-6:		
	▪ It was enjoyable exchanging ideas with other classmates.	14	28.6
	▪ The text was close to the student's background knowledge.	2	4.1
	▪ The teacher's teaching was enjoyable.	2	4.1
	▪ The student had the opportunity to practise scanning and he could understand the text better.	2	4.1
TS Groups	▪ The task was enjoyable.	1	2
	▪ Working on the task as a whole class activity.	1	2
	3:		
	▪ The student had opportunities to exchange ideas with other group members.	7	14.3
	▪ The student got bored with the task. It was quite similar to the ones they had done before, so he felt bored.	3	6.1
	▪ Group members were unable to help find the answers.	3	6.1
	▪ The text was close to the student's background knowledge.	3	6.1
	▪ The student did not understand the text.	2	4.1

	▪ The task was enjoyable.	1	2
Total responses		41	83.6
Missing		8	16.4
Total		49	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (23) (PM Version)	0	17	6
Group 2 (29) (PM Version)	0	28	1
Total = 52	0	45	7
Percent	0	86.5	13.5
Group 3 (25) (TS Version)	0	22	3
Group 4 (24) (TS Version)	0	19	5
Total = 49	0	41	8
Percent	0	83.7	16.3
Total = 101	0	86	15
Percent	0	85.1	14.9

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students’ written responses	Frequency	Percent (N=52)	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	6	11.5	60
▪ The sentence structures were complicated.	2	3.9	20
▪ The questions were difficult.	1	1.9	10
▪ The student was not able to express his ideas in English.	1	1.9	10
Total responses	10	19.2	100
TS Groups:			
▪ The vocabulary was difficult.	8	16.3	100
Total responses (Total N= 49)	8	16.3	100
Total (N=101)	18	17.8	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (23) (PM Version)	5	18
Group 2 (29) (PM Version)	5	24
Total = 52	10	42
Percent	19.2	80.8

Group 3 (25) (TS Version)	0	25
Group 4 (24) (TS Version)	2	22
Total = 49	2	47
Percent	4.1	95.9
Total = 101	12	89
Percent	11.9	88.1

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>Frequency</b>	<b>Percent (N=52)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student did not know how to express ideas in English. One student said, 'There should be a gap-filling activity because I don't know how to put my ideas into phrases in English'.	4	7.7	50
▪ It was difficult to find differences and similarities of the causes of obesity between the two texts.	2	3.8	25
▪ Some words were difficult.	2	3.8	25
Total responses	8	15.3	100
TS Groups:			
▪ The student could not translate the text.	1	2	50
▪ The student could not follow what the teacher said.	1	2	50
Total responses (Total N= 49)	2	4	100
Total (N=101)	10	9.9	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (23) (PM Version)	7	0	16
Group 2 (29) (PM Version)	5	0	24
Total = 52	12	0	40
Percent	23.1	0	76.9
Group 3 (25) (TS Version)	2	0	23
Group 4 (24) (TS Version)	9	0	15
Total = 49	11	0	38
Percent	22.4	0	77.6
Total = 101	23	0	78
Percent	22.8	0	77.2



5.1 Please provide the reasons why you would like to have more help from the teacher.

Students' written responses	N	Percent (N=52)	Valid Percent
PM Groups:			
▪ The student felt confused with the text content.	4	7.7	40
▪ The student had poor English proficiency.	3	5.8	30
▪ The student could not write the answers in English.	2	3.8	20
▪ The teacher went through the task too fast and did not provide a detailed explanation.	1	1.9	10
Total responses	10	19.2	100
TS Groups:			
▪ The student was not able to understand the text.	5	10.2	45.5
▪ The student needed some more practice. He was not yet competent in scanning for specific details.	3	6.1	27.3
▪ The student needed the teacher to translate the text in greater detail.	2	4.1	18.2
▪ The student had poor proficiency.	1	2	9
Total responses (Total N= 49)	11	22.4	100
Total (N=101)	21	20.8	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (23) (PM Version)	20	3
Group 2 (29) (PM Version)	26	3
Total = 52	46	6
Percent	88.5	11.5
Group 3 (25) (TS Version)	22	3
Group 4 (24) (TS Version)	21	3
Total = 49	43	6
Percent	87.8	12.2
Total = 101	89	12
Percent	88.1	11.9

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student enjoyed working in groups.	14	26.9	37.9
▪ The student practised using different strategies and improved reading proficiency. One student said, 'I knew how to scan for important details. I could understand the text without reading the whole text'.	9	17.3	24.3
▪ The text was interesting and close to the student's background knowledge.	5	9.6	13.5

▪ The task was easy.	3	5.8	8.1
▪ The student learnt new vocabulary.	3	5.8	8.1
▪ The unit's appearance was appealing.	2	3.8	5.4
▪ The task motivated the student to think.	1	2	2.7
<b>Total responses</b>	<b>37</b>	<b>71.2</b>	<b>100</b>
Missing	15	28.8	
<b>Total</b>	<b>52</b>	<b>100</b>	
TS Groups:			
▪ Working in groups was enjoyable.	12	24.5	28.6
▪ The text was interesting and close to the student's background knowledge.	10	20.4	23.8
▪ The text was easy in terms of vocabulary.	5	10.2	11.9
▪ The teacher helped translate the text and taught very well.	5	10.2	11.9
▪ The student could understand the text better	3	6.1	7.1
▪ The student contributed to the task outcomes.	3	6.1	7.1
▪ The task stimulated the student to think.	2	4.1	4.8
▪ The task was enjoyable.	2	4.1	4.8
<b>Total responses</b>	<b>42</b>	<b>85.7</b>	<b>100</b>
Missing	7	14.3	
<b>Total</b>	<b>49</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had to write the answers in sentences and phrases. One student said, 'I couldn't think of English words when writing the answers'.	5	9.7	27.7
▪ The student could not translate the text correctly.	4	7.8	22.2
▪ The text was too long.	2	3.8	11.1
▪ There was too much work.	2	3.8	11.1
▪ The teacher's teaching was boring.	2	3.8	11.1
▪ The student did too much reading in this unit.	1	1.9	5.6
▪ The student wanted the teacher to teach and explain a lot. This student explained that he was not able to work on the task independently but needed the teacher's guidance.	1	1.9	5.6
▪ The classroom atmosphere was not enjoyable.	1	1.9	5.6
<b>Total responses</b>	<b>18</b>	<b>34.6</b>	<b>100</b>
Missing	34	65.4	
<b>Total</b>	<b>52</b>	<b>100</b>	
TS Groups:			
▪ The time was limited.	3	6.1	27.3
▪ The vocabulary was too difficult to guess. The student could not translate the meaning of some difficult words.	3	6.1	27.3
▪ The student was not able to write the answers in sentences.	2	4.2	18.1
▪ The activity was boring.	1	2	9.1

▪ The text was too long.	1	2	9.1
▪ The student did not clearly understand the text.	1	2	9.1
Total responses	11	22.4	100
Missing	38	77.6	
Total	49	100	

### Task Ten: Intensive Reading

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (23) (PM Version)	0	0	0	3	14	5	1
Group 2 (29) (PM Version)	0	0	1	9	17	2	0
Total = 52	0	0	1	12	31	7	1
Percent	0	0	1.9	23.1	59.6	13.5	1.9
Group 3 (24) (TS Version)	0	0	1	9	13	1	0
Group 4 (28) (TS Version)	0	0	0	5	18	5	0
Total = 52	0	0	1	14	31	6	0
Percent	0	0	2	26.9	59.6	11.5	0
Total = 104	0	0	2	26	62	13	1
Percent	0	0	1.9	25	59.6	12.5	1

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The task enabled the student to understand the main points of the text.	17	32.7
	▪ The student had opportunities to practise employing a number of reading strategies.	5	9.6
	▪ The text was interesting and not too difficult.	5	9.6
	▪ The task was useful.	3	5.8
	▪ The student learnt new words.	2	3.8
	3:		
	▪ The student was able to understand the text better.	6	11.5
	▪ The student learnt new words.		
	0-2	4	7.7
	▪ The task was difficult.	1	1.9
Total responses		43	82.6
Missing		9	17.4
Total		52	100
TS Groups	4-6:		
	▪ The student had opportunities to review the text content.	7	13.5

	<ul style="list-style-type: none"> <li>▪ The text was enjoyable and easy to understand.</li> <li>▪ The task enabled the student to summarise the main points.</li> <li>▪ The student was able to comprehend the text and answer the questions more.</li> <li>▪ The student learnt new vocabulary.</li> <li>▪ The task helped improve the student's reading proficiency.</li> <li>▪ The teacher tried to explain things in the text.</li> <li>▪ There were choices for the students to choose.</li> <li>▪ The task enabled the student to understand the writer's intention.</li> </ul>	6	11.6
		5	9.6
		3	5.8
		3	5.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
		2	3.8
3:	▪ The student could understand the text better.	4	7.8
	▪ The student practised and improved reading strategies.	3	5.8
	▪ The student could not follow the lesson.	3	5.8
	▪ The teacher did not explain the text in detail.	2	3.8
	▪ There was a glossary at the end of the text.	1	1.9
	▪ The student could understand only some parts of the text.	1	1.9
	▪ The student was asked to do too much reading.	1	1.9
Total responses		47	90.4
Missing		5	9.6
Total		52	100

## 2. How enjoyable did you find the task?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (23) (PM Version)	0	0	1	8	13	1	0
Group 2 (29) (PM Version)	0	0	1	11	17	0	0
Total = 52	0	0	2	19	30	1	0
Percent	0	0	3.8	36.5	57.7	2	0
Group 3 (24) (TS Version)	0	0	4	14	5	1	0
Group 4 (28) (TS Version)	0	0	0	7	17	4	0
Total = 52	0	0	4	21	22	5	0
Percent	0	0	7.7	40.4	42.3	9.6	0
Total = 104	0	0	6	40	52	6	0
Percent	0	0	5.8	38.4	50	5.8	0

2.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent		
PM Groups	4-6: <ul style="list-style-type: none"><li>The student enjoyed working with other students.</li><li>The task was not too difficult.</li><li>The student had read this text already in the reading activity, so he did not have any difficulties in identifying the main topic.</li><li>The task was enjoyable.</li><li>The student could practise thinking.</li><li>There were interactions between the teacher and students. The student explained that the teacher tried to give help to the class all the time.</li></ul>	12 5 4  2 2 2	23.1 9.6 7.7  3.8 3.8 3.8		
	3: <ul style="list-style-type: none"><li>Working in groups was enjoyable.</li><li>The task was not too difficult and the student could cope with the task.</li><li>The task was very enjoyable.</li><li>The student understood the text.</li></ul>	8 7 3 1	15.4 13.5 5.8 2		
	Total responses		46	88.5	
	Missing		6	11.5	
	Total		52	100	
	TS Groups	4-6: <ul style="list-style-type: none"><li>The student had interactions with other classmates while working on the task.</li><li>The teacher's teaching was enjoyable. One student said, 'I felt so-so with group work, but the task was enjoyable because of the teacher. She taught very well and motivated the class to think and work on the task'.</li><li>The student was able to make use of reading strategies in the task.</li><li>The student had better text understanding.</li><li>The task was OK.</li><li>It was enjoyable working on the task with the whole class.</li><li>The student practised finding the main topic.</li></ul>	10 4  4 2 2 1 1	19.2 7.8  7.8 3.8 3.8 1.9 1.9	
		3: <ul style="list-style-type: none"><li>The task was OK.</li><li>The student had lot of fun exchanging ideas with other students.</li><li>The task was too difficult.</li><li>The task was challenging.</li><li>The student enjoyed working on the task as a whole class activity.</li><li>The student did not understand the meaning of some words.</li><li>The task was enjoyable.</li><li>The classroom atmosphere was boring.</li></ul>	5 5  2 2 2 1 1 1	9.7 9.7  3.8 3.8 3.8 1.9 1.9 1.9	
		Total responses		43	82.7

Missing	9	17.3
Total	52	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (23) (PM Version)	0	22	1
Group 2 (29) (PM Version)	0	26	3
Total = 52	0	48	4
Percent	0	92.3	7.7
Group 3 (24) (TS Version)	0	22	2
Group 4 (28) (TS Version)	0	26	2
Total = 52	0	48	4
Percent	0	92.3	7.7
Total = 104	0	96	8
Percent	0	92.3	7.7

3.1 If you found the language 'too difficult', please explain the reasons why you felt that way.

Students' written responses	N	Percent (N=52)	Valid Percent
PM Groups:			
▪ The student could not translate the text.	2	3.8	50
▪ The student could not write the answers in sentences.	2	3.8	50
Total responses	4	7.6	100
TS Groups:			
▪ The vocabulary was difficult.	4	7.6	100
Total responses (Total N= 52)	4	7.6	100
Total (N=104)	8	7.7	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (23) (PM Version)	3	20
Group 2 (29) (PM Version)	3	26
Total = 52	6	46
Percent	11.5	88.5
Group 3 (24) (TS Version)	1	23
Group 4 (28) (TS Version)	3	25
Total = 52	4	48

Percent	7.7	92.3
Total = 104	10	94
Percent	9.6	90.4

4.1 If you answered 'YES', what made you felt that way?

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=52)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had difficulties in writing the answers in sentences.	2	3.8	66.7
▪ The teacher went through the answers too fast.	1	2	33.3
Total responses	3	5.8	100
TS Groups:			
▪ The student had difficulties in expressing ideas in English.	2	3.8	66.7
▪ The teacher went through the task too fast.	1	2	33.3
Total responses (Total N= 52)	3	5.8	100
Total (N=104)	6	5.8	

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (23) (PM Version)	4	0	19
Group 2 (29) (PM Version)	6	0	23
Total = 52	10	0	42
Percent	19.2	0	80.8
Group 3 (24) (TS Version)	2	1	21
Group 4 (28) (TS Version)	8	0	20
Total = 52	10	1	41
Percent	19.2	2	78.8
Total = 104	20	1	83
Percent	19.2	1	79.8

5.1 Please provide the reasons why you would like to have more help from the teacher.

Students' written responses	N	Percent (N=52)	Valid Percent
PM Groups:			
▪ The student had poor English proficiency	3	5.8	37.5
▪ The teacher went through the task too fast.	2	3.8	25
▪ The student wanted the teacher to explain the text and answers in greater detail.	2	3.8	25
▪ The time was limited.	1	2	12.5
Total responses	8	15.4	100
TS Groups:			
▪ The student had poor English proficiency.	3	5.9	33.4
▪ The vocabulary was difficult.	2	3.8	22.2
▪ The student could not follow what the teacher said.	2	3.8	22.2
▪ The student needed some more practice.	2	3.8	22.2
Total responses (Total N= 52)	9	17.3	100
Total (N=104)	17	16.3	

6. Were you given enough time to complete the task?

	YES	NO
Group 1 (23) (PM Version)	22	1
Group 2 (29) (PM Version)	27	2
Total = 52	49	3
Percent	94.2	5.8
Group 3 (24) (TS Version)	24	0
Group 4 (28) (TS Version)	27	1
Total = 52	51	1
Percent	98.1	1.9
Total = 104	100	4
Percent	96.2	3.8

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The student had opportunities to help each other think in groups.	8	15.4	25.8
▪ The task was enjoyable.	5	9.6	16.1
▪ The teacher provided a lot of help to the whole class.	3	5.8	9.7
▪ There were choices for the student to choose.	3	5.8	9.7
▪ The students had the opportunity to practise reading and analyse the text.	3	5.8	9.7
▪ The vocabulary was not too difficult.	2	3.8	6.5



▪ The student could understand the text better.	2	3.8	6.5
▪ The task motivated the students to think.	2	3.8	6.5
▪ The student learnt new vocabulary.	2	3.8	6.5
▪ The text was interesting.	1	2	3
<b>Total responses</b>	<b>31</b>	<b>59.6</b>	<b>100</b>
Missing	21	40.4	
<b>Total</b>	<b>52</b>	<b>100</b>	
TS Groups:			
▪ Working in groups was enjoyable.	11	21.2	31.4
▪ The task stimulated the students to think.	5	9.5	14.3
▪ The student enjoyed the teacher's teaching.	3	5.8	8.6
▪ The text was interesting.	3	5.8	8.6
▪ The student had the opportunity to practise extracting the main points of the text.	3	5.8	8.6
▪ The task was useful.	3	5.8	8.6
▪ The student had opportunities to review the text content.	3	5.8	8.6
▪ The student had the opportunity to practise expressing their ideas in English.	2	3.8	5.7
▪ The student liked a multiple-choice type of questions.	1	1.9	2.8
▪ The task was not stressful.	1	1.9	2.8
<b>Total responses</b>	<b>35</b>	<b>67.3</b>	<b>100</b>
Missing	17	32.7	
<b>Total</b>	<b>52</b>	<b>100</b>	

8. Can you write one thing you disliked about the task?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult, so the students could not fully understand the text.	3	5.8	27.2
▪ The relationship between the teacher and students was not quite good. They could not connect with each other.	2	3.8	18.2
▪ The time was not enough.	2	3.8	18.2
▪ There were too many tasks in the unit.	2	3.8	18.2
▪ The student felt confused about extracting the main idea.	1	1.9	9.1
▪ The task was not exciting	1	1.9	9.1
<b>Total responses</b>	<b>11</b>	<b>21</b>	<b>100</b>
Missing	41	79	
<b>Total</b>	<b>52</b>	<b>100</b>	
TS Groups:			
▪ The vocabulary was difficult.	4	7.7	21.1
▪ The student could not translate some sentences.	3	5.8	15.8
▪ The text was too long.	3	5.8	15.8
▪ The time was limited.	2	3.8	10.5
▪ The task itself was difficult.	2	3.8	10.5
▪ The student could not explain what he was thinking in	2	3.8	10.5

English.			
▪ The student did not exchange ideas with classmates and this was boring.	2	3.8	10.5
▪ This class was a morning session. The student always felt sleepy.	1	2	5.3
Total responses	19	36.5	100
Missing	33	63.5	
Total	52	100	

### Task Eleven: Inferring the Writer's Implicit Ideas

1. How much has the task met your particular needs in reading?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (25) (PM Version)	0	0	0	12	12	1	0
Group 2 (28) (PM Version)	0	0	0	10	15	3	0
Total = 53	0	0	0	22	27	4	0
Percent	0	0	0	41.5	51	7.5	0
Group 3 (23) (TS Version)	0	0	1	9	10	2	1
Group 4 (27) (TS Version)	0	0	0	6	17	4	0
Total = 50	0	0	1	15	27	6	1
Percent	0	0	2	30	54	12	2
Total = 103	0	0	1	37	54	10	1
Percent	0	0	1	35.9	52.4	9.7	1

1.1 Please state the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The student was able to infer the writer's messages better.	12	22.6
	▪ The student had the opportunity to practise analysing the text.	5	9.4
	▪ The task enabled the student to understand the main points of the text.	5	9.4
	▪ The teacher provided guidance on how to work on the task.	3	5.7
	▪ The student learnt new vocabulary.	3	5.7
	▪ The task was enjoyable.	3	5.7
	3:		
	▪ The student was able to understand the text better.	7	13.2
	▪ The student learnt new words.	3	5.7
Total responses		41	77.4

Missing		12	22.6
Total		53	100
TS Groups	4-6:		
	▪ The task helped the student summarise the main points of the text.	7	14
	▪ The student had opportunities to practise inferring the writer's messages.	7	14
	▪ The text was enjoyable.	6	12
	▪ The task improved the student's reading proficiency.	4	8
	▪ The teacher explained the text clearly.	4	8
	▪ There were choices for the student to choose.	2	4
	3:		
	▪ The student could understand the text better.	6	12
	▪ The student practised and improved reading proficiency.	4	8
	▪ The student could not follow the lesson.	3	6
	▪ The teacher did not explain the text in detail.	1	2
	▪ There was a glossary at the end of the text.	1	2
Total responses		45	90
Missing		5	10
Total		50	100

## 2. How enjoyable did you find the task?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (25) (PM Version)	0	0	1	10	12	2	0
Group 2 (28) (PM Version)	0	0	0	13	14	1	0
Total = 53	0	0	1	23	26	3	0
Percent	0	0	1.9	43.4	49	5.7	0
Group 3 (23) (TS Version)	0	0	0	9	12	2	0
Group 4 (27) (TS Version)	0	0	0	11	15	1	0
Total = 50	0	0	0	20	27	3	0
Percent	0	0	0	40	54	6	0
Total = 103	0	0	1	43	53	6	0
Percent	0	0	1	41.7	51.5	5.8	0

### 2.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ The student enjoyed working in groups.	14	26.4
	▪ The student had the opportunity to practise inferring.	8	15.1
	▪ The task stimulated the student to think deeply.	3	5.7

	<ul style="list-style-type: none"> <li>▪ The student had the opportunity to practise expressing ideas in English.</li> <li>▪ The teacher provided guidance on how to deal with the task.</li> </ul>	1	1.9
		1	1.9
	3:		
	<ul style="list-style-type: none"> <li>▪ The task was OK.</li> <li>▪ Working in groups was enjoyable.</li> <li>▪ The task was quite difficult. The student said it was difficult to infer the writer's messages.</li> <li>▪ The vocabulary was difficult.</li> </ul>	5	9.4
		5	9.4
		4	7.5
		2	3.8
Total responses		43	81.1
Missing		10	18.9
Total		53	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>▪ The task enabled the student to understand the text more deeply.</li> <li>▪ The student became more competent in drawing inferences.</li> <li>▪ The teacher's teaching was enjoyable.</li> <li>▪ The student could practise expressing ideas in English.</li> <li>▪ The student improved his thinking skills.</li> </ul>	9	18
		5	10
		4	8
		4	8
		3	6
	3:		
	<ul style="list-style-type: none"> <li>▪ The task enabled the student to infer more effectively.</li> <li>▪ The student felt more confident in drawing inferences.</li> <li>▪ The task enabled the student to understand the text more deeply.</li> <li>▪ The task was enjoyable.</li> <li>▪ The vocabulary was difficult.</li> </ul>	12	24
		3	6
		3	6
		1	2
		1	2
Total responses		45	90
Missing		5	10
Total		50	100

3. How did you find the language (vocabulary, expressions, grammar, sentence structures) used in the text and the language you were asked to produce while performing the task?

	Too easy	Appropriate to my level	Too difficult
Group 1 (25) (PM Version)	0	24	1
Group 2 (28) (PM Version)	0	26	2
Total = 53	0	50	3
Percent	0	94.3	5.7
Group 3 (23) (TS Version)	0	20	3
Group 4 (27) (TS Version)	0	26	1

Total = 50	0	46	4
Percent	0	92	8
Total = 103	0	96	7
Percent	0	93.2	6.8

3.1 If you found the language ‘too difficult’, please explain the reasons why you felt that way.

Students’ written responses	N	Percent (N=53)	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	3	5.7	100
Total responses	3	5.7	100
TS Groups:			
▪ The vocabulary was difficult.	4	8	100
Total responses (Total N= 50)	4	8	100
Total (N=103)	7	6.8	

4. Were there other factors which made the task difficult except the language?

	YES	NO
Group 1 (25) (PM Version)	2	23
Group 2 (28) (PM Version)	2	26
Total = 53	4	49
Percent	7.5	92.5
Group 3 (23) (TS Version)	1	22
Group 4 (27) (TS Version)	3	24
Total = 50	4	46
Percent	8	92
Total = 103	8	95
Percent	7.8	92.2

4.1 If you answered ‘YES’, what made you felt that way?

Students’ written responses	N	Percent (N=53)	Valid Percent
PM Groups:			
▪ The student did not understand some vocabulary.	2	3.8	50
▪ The student needed the teacher to help him express ideas in English.	2	3.8	50
Total responses	4	7.6	100
TS Groups:			
▪ The student had difficulties in expressing himself in English.	4	8	100
Total responses (Total N= 50)	4	8	100
Total (N=103)	8	7.8	100

5. Please put a tick in a box which reflects what you feel about the amount of help for the task.

	<b>I would like to have more help from the teacher</b>	<b>I would like to have less help from the teacher</b>	<b>I think the amount of help is fine</b>
Group 1 (25) (PM Version)	5	0	20
Group 2 (28) (PM Version)	4	0	24
Total = 53	9	0	44
Percent	17	0	83
Group 3 (23) (TS Version)	3	0	20
Group 4 (27) (TS Version)	7	0	20
Total = 50	10	0	40
Percent	20	0	80
Total = 103	19	0	84
Percent	18.4	0	81.6

5.1 Please provide the reasons why you would like to have more help from the teacher.

<b>Students' written responses</b>	<b>N</b>	<b>Percent (N=53)</b>	<b>Valid Percent</b>
PM Groups:			
▪ The student had poor English proficiency.	3	5.6	42.8
▪ The student wanted to practise expressing ideas in English.	2	3.8	28.6
▪ The student needed the teacher to explain the answers in more detail.	2	3.8	28.6
Total responses	7	13.2	100
TS Groups:			
▪ The student had difficulties in expressing ideas in English.	6	12	66.7
▪ The student had difficulties in drawing inferences.	3	6	33.3
Total responses (Total N= 50)	9	18	100
Total (N=103)	16	15.5	

6. Were you given enough time to complete the task?

	<b>YES</b>	<b>NO</b>
Group 1 (25) (PM Version)	23	2
Group 2 (28) (PM Version)	27	1
Total = 53	50	3
Percent	94.3	5.7
Group 3 (23) (TS Version)	21	2

Group 4 (27) (TS Version)	26	1
Total = 50	47	3
Percent	94	6
Total = 103	97	6
Percent	94.2	5.8

7. Can you write one thing you liked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The task enabled the student to understand the text deeply.	12	22.6	34.3
▪ Working in groups was enjoyable.	6	11.3	17.1
▪ The task was challenging.	4	7.5	11.4
▪ The task stimulated the student to think.	4	7.5	11.4
▪ The student had the opportunity to practise drawing inferences.	3	5.7	8.6
▪ The teacher gave a clear explanation.	3	5.7	8.6
▪ The student had the opportunity to learn how to express ideas in sentences.	3	5.7	8.6
Total responses	35	66	100
Missing	18	34	
Total	53	100	
TS Groups:			
▪ Working in groups was enjoyable.	8	16	23.5
▪ The student had the opportunity to practise inferring.	7	14	20.6
▪ The student learnt how to express ideas in English.	7	14	20.6
▪ The student improved thinking skills.	5	10	14.7
▪ The task was enjoyable.	4	8	11.8
▪ The text was interesting.	3	6	8.8
Total responses	34	68	100
Missing	16	32	
Total	50	100	

8. Can you write one thing you disliked about the task?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	6	11.3	42.9
▪ The student needed more time to work on the task independently.	3	5.7	21.4
▪ The student did not know how to write the answers in sentences.	3	5.7	21.4
▪ The student was not able to draw inferences about the writer's ideas from the excerpts provided.	2	3.7	14.3
Total responses	14	26.4	100
Missing	39	73.6	

Total	53	100	
TS Groups:			
▪ The student was not able to express ideas in English.	8	16	50
▪ The student needed the teacher to explain more how to draw inferences of each excerpt.	5	10	31.2
▪ The vocabulary was difficult.	2	4	12.5
▪ There were too many tasks in the unit.	1	2	6.3
Total responses	16	32	100
Missing	34	68	
Total	50	100	



## **Appendix 19**

Summary of end-of-unit questionnaires: The second cycle

## Summary of the End-of-Unit Questionnaires: The Second Cycle

### UNIT ONE: *Movie Makers at Crossroads*

#### A) The text

1. How enjoyable did you find the text *Movie Makers at Crossroads*?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (17) (PM)	0	0	1	7	9	0	0
Group 2 (25) (PM)	0	0	2	12	10	1	0
Total = 42	0	0	3	19	19	1	0
Percent	0	0	7.2	45.2	45.2	2.4	0
Group 3 (19) (TS)	1	0	1	8	9	0	0
Group 4 (24) (TS)	0	0	0	5	14	5	0
Total = 43	1	0	1	13	23	5	0
Percent	2.3	0	2.3	30.4	53.5	11.6	0
Total = 85	1	0	4	32	42	6	0
Percent	1.2	0	4.7	37.6	49.4	7.1	0

1.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The topic was related to entertainment, so it was enjoyable and interesting.	11	26.1
	▪ The text was close to the student's background knowledge. As a result, it was easy for him to understand. One student said, 'The text was about something I have known before so it was easier for me to guess the meaning of some unknown words. This enabled me to understand the text more easily'.	6	14.3
	▪ The student learnt more about movie making.	2	4.8
	3:		
	▪ The text was interesting	4	9.5
	▪ The student did not fully understand the text.	4	9.5
	▪ The text was not quite interesting.	2	4.8
	▪ The text was quite long.	2	4.8
	▪ The level of text difficulty was appropriate to the student's level.	1	2.4
	▪ The text was close to the student's background	1	2.4

	knowledge.		
	0-2:		
	▪ The text was not interesting.	2	4.8
Total responses		35	83.4
Missing		7	16.6
Total		42	100
TS Groups	4-6:		
	▪ The text was interesting.	12	30
	▪ The text was easy to understand.	5	11.6
	▪ The student gained more knowledge about movie making and the movie industry.	3	7
	▪ The text was related to the student's background knowledge.	2	4.6
	▪ Teacher B's teaching was enjoyable.	1	2.3
	3:		
	▪ The text was not quite interesting.	4	9.3
	▪ Some parts of the text were too difficult and contained too much information.	3	7
	▪ The text was close to the student's background knowledge and was interesting.	3	7
	▪ The student had never seen the movie <i>House of Flying Daggers</i> and was not able to visualise the text.	2	4.6
	0-2:		
	▪ The text was not quite interesting.	1	2.3
	▪ The student did not like Chinese movies.	1	2.3
Total responses		37	86
Missing		6	14
Total		43	100

## 2. How did you find the text difficulty?

	Too difficult	Appropriate to my level	Too easy
Group 1 (17) (PM)	2	15	0
Group 2 (25) (PM)	4	21	0
Total = 42	6	36	0
Percent	14.3	85.7	0
Group 3 (19) (TS)	1	18	0
Group 4 (24) (TS)	5	19	0
Total = 43	6	37	0
Percent	14	86	0
Total = 85	12	73	0
Percent	14.1	85.9	0

2.1 If you found the text ‘too difficult’, what made you feel that way?

<b>Students’ written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The vocabulary was difficult.	7	16.7	77.8
▪ The ideas in the text were complicated, so the student was not able to translate the text.	2	4.8	22.2
<b>Total (N=42)</b>	<b>9</b>	<b>21.4</b>	<b>100</b>
TS Groups:			
▪ The vocabulary was difficult.	6	14	75
▪ The text contained too much information.	2	4.6	25
<b>Total (N=43)</b>	<b>8</b>	<b>18.6</b>	<b>100</b>
<b>Total (85)</b>	<b>17</b>	<b>20</b>	

3. After completing reading the text in class, to what extent did you understand it?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (17) (PM)	0	0	0	5	10	2	0
Group 2 (25) (PM)	0	0	0	15	9	1	0
<b>Total = 42</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>19</b>	<b>3</b>	<b>0</b>
<b>Percent</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47.6</b>	<b>45.2</b>	<b>7.2</b>	<b>0</b>
Group 3 (19) (TS)	0	0	1	7	13	2	1
Group 4 (24) (TS)	0	0	0	2	14	2	1
<b>Total = 43</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>27</b>	<b>4</b>	<b>2</b>
<b>Percent</b>	<b>0</b>	<b>0</b>	<b>2.3</b>	<b>20.9</b>	<b>62.8</b>	<b>9.3</b>	<b>4.7</b>
<b>Total = 85</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>29</b>	<b>46</b>	<b>7</b>	<b>2</b>
<b>Percent</b>	<b>0</b>	<b>0</b>	<b>1.2</b>	<b>34.1</b>	<b>54.1</b>	<b>8.2</b>	<b>2.4</b>

3.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students’ written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ The teacher provided a clear explanation and translation.	6	14.3
	▪ The pre-reading activity activated the student’s background knowledge related to the text content. One student commented that a connection between background knowledge and the text topic facilitated text comprehension.	5	12
	▪ There were some sentences the student did not understand.	3	7
	▪ The tasks facilitated text comprehension.	3	7

	<ul style="list-style-type: none"> <li>Helping each other translate the text in groups build up the student's comprehension</li> </ul>	3	7
3:	<ul style="list-style-type: none"> <li>The student did not fully understand the whole text. He explained that he was able to understand only the sections he were assigned to read, but that he did not fully understand the paragraphs other groups were responsible for.</li> </ul>	7	16.8
	<ul style="list-style-type: none"> <li>The student was not sure whether he translated the text correctly.</li> </ul>	2	4.8
	<ul style="list-style-type: none"> <li>Some words were too difficult.</li> </ul>	2	4.8
	<ul style="list-style-type: none"> <li>The time was limited.</li> </ul>	2	4.8
	<ul style="list-style-type: none"> <li>The student had to interpret the writer's ideas most of the time.</li> </ul>	1	2.4
	<ul style="list-style-type: none"> <li>The student learnt how to extract the main idea of the text.</li> </ul>	1	2.4
Total responses		35	83.3
Missing		7	16.7
Total		42	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>The teacher provided help and explanation, which facilitated comprehension. One student added that Teacher B gradually explained the text paragraph by paragraph and this built up his comprehension.</li> <li>The tasks facilitated text understanding.</li> <li>The text was easy to understand.</li> <li>The student could extract the main idea.</li> <li>There was a discussion of some words the student did not understand in class.</li> <li>Listening to other groups talk about the paragraphs they read in class was helpful.</li> </ul>	10	23.3
	3: <ul style="list-style-type: none"> <li>Some sentences and vocabulary were too difficult to translate.</li> </ul>	9	21
	<ul style="list-style-type: none"> <li>The student could not fully understand the text.</li> </ul>	5	11.6
	<ul style="list-style-type: none"> <li>The teacher helped translate parts of the text.</li> </ul>	2	4.6
	<ul style="list-style-type: none"> <li>The student was not able to follow the lesson.</li> </ul>	1	2.3
	0-2: <ul style="list-style-type: none"> <li>The text contained too much information.</li> </ul>	1	2.3
Total responses		37	86
Missing		6	14
Total		43	100

## B) Unit's appearance

4. Did the unit have an attractive appearance?

	<b>Yes</b>	<b>No</b>
Group 1 (17) (PM)	16	1
Group 2 (25) (PM)	25	0
Total = 42	41	1
Percent	97.6	2.4
Group 3 (19) (TS)	19	0
Group 4 (24) (TS)	24	0
Total = 43	43	0
Percent	100	0
Total = 85	84	1
Percent	98.8	1.2

## C) Learners' interest

5. How interesting did you find the tasks in the unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (17) (PM)	0	0	1	8	8	0	0
Group 2 (25) (PM)	0	0	0	13	12	0	0
Total = 42	0	0	1	21	20	0	0
Percent	0	0	2.4	50	47.6	0	0
Group 3 (19) (TS)	0	1	1	9	8	0	0
Group 4 (24) (TS)	0	0	0	5	15	4	0
Total = 43	0	1	1	14	23	4	0
Percent	0	2.3	2.3	32.6	53.5	9.3	0
Total = 85	0	1	2	35	43	4	0
Percent	0	1.2	2.3	41.2	50.6	4.7	0

5.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ There was a variety of tasks and strategies. The students did not feel bored with the lessons due to a variety of tasks.	4	9.5
	▪ The tasks were enjoyable.	4	9.5
	▪ Exchanging ideas in groups contributed to text	4	9.5

	<p>understanding.</p> <ul style="list-style-type: none"> <li>▪ The text was interesting.</li> <li>▪ The teacher's teaching was enjoyable.</li> <li>▪ The students could learn more about movie making.</li> <li>▪ Some tasks were quite difficult.</li> <li>▪ The teacher should have provided more guidance on how to answer the questions.</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p>	<p>4.8</p> <p>4.8</p> <p>4.8</p> <p>2.4</p> <p>2.4</p>
	<p>3:</p> <ul style="list-style-type: none"> <li>▪ There was little cooperation from the whole class.</li> <li>▪ Some tasks were difficult.</li> <li>▪ The tasks were OK.</li> <li>▪ There was nothing new about the tasks, but they were helpful to the student's text understanding.</li> <li>▪ The student could practise thinking while working on the tasks.</li> <li>▪ The text was close to the student's background knowledge.</li> <li>▪ The tasks were boring sometimes.</li> <li>▪ Group work was OK, but working in groups too much was boring.</li> <li>▪ The student gained more knowledge about vocabulary.</li> </ul>	<p>3</p> <p>3</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>7.1</p> <p>7.1</p> <p>7.1</p> <p>2.4</p> <p>2.4</p> <p>2.4</p> <p>2.4</p> <p>2.4</p> <p>2.4</p>
Total responses		35	83.4
Missing		7	16.6
Total		42	100
TS Groups	<p>4-6:</p> <ul style="list-style-type: none"> <li>▪ The tasks improved the student's comprehension and reading proficiency.</li> <li>▪ The tasks encouraged and promoted participation and group work.</li> <li>▪ The student enjoyed reading the text about movies.</li> <li>▪ The tasks stimulated the student to think a lot.</li> <li>▪ The teacher's teaching was enjoyable.</li> <li>▪ The tasks were enjoyable.</li> <li>▪ The tasks were appropriate to the student's level.</li> </ul> <p>3:</p> <ul style="list-style-type: none"> <li>▪ The text was related to movies which the student enjoyed reading about.</li> <li>▪ There was nothing new.</li> <li>▪ The text was difficult.</li> <li>▪ The student did not quite like the text.</li> <li>▪ The tasks were interesting, but there were too many.</li> <li>▪ The student did not know other classmates well so he kept silent in the first few classes.</li> <li>▪ Some tasks were boring.</li> <li>▪ The tasks in the unit were OK.</li> <li>▪ The teacher's teaching was enjoyable.</li> </ul>	<p>8</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>2</p> <p>1</p> <p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>18.6</p> <p>11.6</p> <p>9.3</p> <p>7</p> <p>4.6</p> <p>4.6</p> <p>2.3</p> <p>9.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p> <p>2.3</p>

0-2:	▪ The student could understand the text.	1	2.3
	▪ The task was enjoyable.	1	2.3
	▪ The class spent too much time on the tasks in the unit and the tasks did not require them to think much.	1	2.3
Total responses		40	93
Missing		3	7
Total		43	100

#### D) Tasks

6. To what extent did the tasks in the unit help improve your reading proficiency?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (17) (PM)	0	0	0	6	9	2	0
Group 2 (25) (PM)	0	0	1	10	13	1	0
Total = 42	0	0	1	16	22	3	0
Percent	0	0	2.4	38.1	52.4	7.1	0
Group 3 (19) (TS)	0	0	1	6	12	0	0
Group 4 (24) (TS)	0	0	0	4	16	4	0
Total = 43	0	0	1	10	28	4	0
Percent	0	0	2.3	23.3	65.1	9.3	0
Total = 85	0	0	2	26	50	7	0
Percent	0	0	2.4	30.6	58.8	8.2	0

6.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The tasks enhanced the student's text comprehension and enabled him to apply reading strategies, particularly 'guessing the meaning of unknown words from context' and 'extracting the main idea' better.	14	33.3
	▪ The student had opportunities to read the text many times; therefore, he learnt new vocabulary and understood the text better.	6	14.2
	▪ The glossary lightened the text difficulty.	2	4.8
	▪ The teacher guided the student as to how to deal with reading difficulties, and this helped him understand the text.	1	2.4
	▪ The tasks promoted thinking skills.	1	2.4



	3:	<ul style="list-style-type: none"> <li>The tasks enabled the student to apply reading strategies, such as ‘guessing the meaning of unknown words from context’, ‘inferring the writer’s ideas’ and ‘extracting the main idea’ more effectively.</li> <li>The tasks were somehow helpful.</li> <li>The student did not understand the meaning of some words.</li> <li>The student needed more time in reading.</li> <li>The student was not yet confident in reading.</li> </ul>	4	9.5
	0-2	<ul style="list-style-type: none"> <li>The tasks did not focus on reading much, but on thinking and speaking.</li> </ul>	3 2 2 1 1	7.1 4.8 4.8 2.4 2.4
Total responses			37	88.1
Missing			5	11.9
Total			42	100
TS Groups	4-6:	<ul style="list-style-type: none"> <li>The tasks enabled the student to apply reading strategies, such as ‘guessing the meaning of unknown words from context’, ‘inferring the writer’s ideas’ and ‘understanding references’ more effectively.</li> <li>The student learnt new vocabulary.</li> <li>The text length was appropriate.</li> <li>The strategy explanation helped the student understand the main idea better.</li> <li>Asking oneself questions before starting reading the text was helpful.</li> <li>The tasks were enjoyable.</li> </ul>	19	44.2
	3:	<ul style="list-style-type: none"> <li>The student learnt new vocabulary.</li> <li>The tasks improved overall reading proficiency.</li> </ul>	2 2 2 2 1 5 3	4.6 4.6 4.6 4.6 2.4 11.6 7
	0-2:	<ul style="list-style-type: none"> <li>There was only one text for the student to practise reading.</li> </ul>	1	2.4
Total responses			37	86
Missing			6	14
Total			43	100

7. Did you find any tasks particularly difficult?

	Yes	No
Group 1 (17) (PM)	6	11
Group 2 (25) (PM)	7	18
Total = 42	13	29
Percent	31	69
Group 3 (19) (TS)	1	18

Group 4 (24) (TS)	11	13
Total = 43	12	31
Percent	27.9	72.1
Total = 85	25	60
Percent	29.4	70.6

7.1 If 'YES', please identify which task(s) you found particularly difficult.

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ Task 6: Intensive Reading/the student did not know which words he should fill in the blanks with and found it difficult to think of the answers in English.	7	16.7	50
▪ Task 8: Inferring the Writer's Implicit Ideas/ the student did not know how to infer.	4	9.5	28.6
▪ Task 2: Guessing Meaning of Unknown Words from Context/the student did not know the answers in English but in Thai.	2	4.8	14.3
▪ Task 5: Identifying the Topic Sentence and Topic/the text was too complicated.	1	2.4	7.1
Total (N=42)	14	33.4	100
TS Groups:			
▪ Task 6: Intensive Reading/the student did not know which words he should fill in the blanks with.	4	9.3	36.4
▪ Task 8: Inferring the Writer's Implicit Ideas/ the student did not know the answers in English and found 'inferring' difficult.	4	9.3	36.4
▪ Task 2: Guessing Meaning of Unknown Words from context/the student had a limited vocabulary and could think of the synonyms of the unknown words in Thai only.	3	7	27.2
Total (N=43)	11	25.6	100
Total (85)	25	29.4	

### E) Time

8. How appropriate did you find the time spent for the whole unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (17) (PM)	0	0	1	7	7	2	0
Group 2 (25) (PM)	0	0	1	12	10	1	1
Total = 42	0	0	2	19	17	3	1
Percent	0	0	4.8	45.2	40.5	7.1	2.4
Group 3 (19) (TS)	1	0	1	10	6	1	0
Group 4 (24) (TS)	0	0	1	8	11	4	0
Total = 43	1	0	2	18	17	5	0
Percent	2.3	0	4.7	41.9	39.5	11.6	0
Total = 85	1	0	4	37	34	8	1
Percent	1.2	0	4.7	43.5	40	9.4	1.2

8.1 If you chose 0-2, please explain the reasons why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups:			
▪ The class spent too much time on each task in the unit.	1	2.4	50
▪ Some students needed more time to work on the task.	1	2.4	50
Total (N=42)	2	4.8	100
TS Groups:			
▪ Some tasks were too difficult, but the teacher spent little time on them.	2	4.7	66.7
▪ The class spent too much time on each task in the unit.	1	2.3	33.3
Total (N=43)	3	7	100
Total (85)	5	5.9	

## F) Strengths and Weaknesses

9. What were the strengths of the unit?

Students' written responses	N	Percent
PM Groups:		
▪ The text was interesting.	11	26.2
▪ There was a variety of tasks and strategies, which helped improved the student's' overall reading proficiency.	8	19
▪ The unit's appearance was attractive.	8	19
▪ Working in groups was helpful.	5	11.9
▪ Interactions between the students and the teacher contributed to the student's' text understanding.	3	7.1
▪ The teacher's teaching was enjoyable.	2	4.8
▪ The student learnt new vocabulary.	2	4.8
▪ The task was enjoyable.	2	4.8
▪ The task sequence was appropriate and built up the student's text understanding.	1	2.4
<b>Total responses</b>	<b>42</b>	<b>100</b>
TS Groups:		
▪ The tasks were useful because they improved the student's overall reading proficiency and comprehension.	13	30.2
▪ The text was interesting and close to the student's background knowledge.	11	25.6
▪ The student learnt more vocabulary.	4	9.3
▪ The student was able to apply reading strategies more effectively.	3	7
▪ Working in groups contributed to better text understanding.	2	4.6
▪ The text was not too difficult.	2	4.6
▪ The unit's appearance was attractive.	2	4.6
▪ The text length was appropriate.	1	2.4
▪ The teacher's explanation was clear and easy to understand.	1	2.4
<b>Total responses</b>	<b>39</b>	<b>90.7</b>
Missing	4	9.3
<b>Total</b>	<b>43</b>	<b>100</b>

10. What were the weaknesses of the unit?

Students' written responses	N	Percent
PM Groups:		
▪ The vocabulary was too difficult.	8	19
▪ The student needed more explanation from the teacher, particularly about the vocabulary in the text. One student said, 'Some parts of the text were too difficult and the teacher didn't translate the whole text for us. So I was not quite sure if my text understanding was correct'.	3	7
▪ The questions in each task were too difficult.	2	4.8
▪ The classroom atmosphere was not pleasant but boring.	2	4.8
▪ The text was not appealing.	2	4.8
▪ The student could not express himself in English.	1	2.4
▪ The student felt that he rarely practised reading and writing.	1	2.4
Total responses	19	45.2
Missing	23	54.8
Total	42	100
TS Groups:		
▪ The vocabulary was difficult.	6	14
▪ The text was not quite enjoyable.	5	11.6
▪ There was only one text in the unit. The student wanted to read more.	1	2.3
▪ There were too many tasks in the unit. The time was not sufficient to finish everything.	1	2.3
▪ The text was not challenging.	1	2.3
Total responses	14	32.5
Missing	29	67.5
Total	43	100

## UNIT TWO: *Buddhism Thai Style*

### A) The text

1. How enjoyable did you find the text *Buddhism Thai Style*?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM)	0	0	6	7	2	0	0
Group 2 (23) (PM)	0	0	3	13	7	0	0
Total = 38	0	0	9	20	9	0	0
Percent	0	0	23.7	52.6	23.7	0	0
Group 3 (15) (TS)	0	0	0	6	9	0	0
Group 4 (15) (TS)	0	0	2	4	7	2	0
Total = 30	0	0	2	10	16	2	0
Percent	0	0	6.7	33.3	53.3	6.7	0
Total = 68	0	0	11	30	25	2	0
Percent	0	0	16.2	44.1	36.8	2.9	0

1.2 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The text was about what foreigners thought of Thai Buddhism, so it was interesting.	3	7.9
	▪ The text was close to the student's background knowledge.	3	7.9
	▪ Some parts were enjoyable.	1	2.6
	▪ The student gained more knowledge about different religions.	1	2.6
	3:		
	▪ The text was difficult. The student did not understand the meaning of some words and was not able to translate the whole text.	5	13.2
	▪ The text was too academic and stressful.	4	10.5
	▪ The text was not quite interesting.	3	7.9
	▪ The text was somewhat enjoyable.	2	5.3
0-2	▪ Working in groups was enjoyable.	2	5.3
	▪ The text was close to the student's background knowledge.	1	2.6
	▪ The text was difficult, so the student did not fully understand it.	6	15.8
	▪ The text was related to something rarely discussed in daily life.	2	5.3

	<ul style="list-style-type: none"> <li>The text was not quite interesting.</li> </ul>	1	2.6
Total responses		34	89.5
Missing		4	10.5
Total		38	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>The text was interesting.</li> </ul>	12	40
	<ul style="list-style-type: none"> <li>The text was close to the student's background knowledge. The student explained that the text was related to his religion and beliefs, and the Thai people.</li> </ul>	3	10
	<ul style="list-style-type: none"> <li>The student was able to guess the meaning of difficult words and made use of some reading strategies.</li> </ul>	2	6.7
	<ul style="list-style-type: none"> <li>The student actively participated in the tasks and contributed to the task outcomes.</li> </ul>	1	3.3
	3:		
	<ul style="list-style-type: none"> <li>The text contained difficult and technical words.</li> </ul>	5	16.7
	<ul style="list-style-type: none"> <li>The text was close to the student's background knowledge.</li> </ul>	2	6.7
	<ul style="list-style-type: none"> <li>The student learnt more about Buddhism.</li> </ul>	1	3.3
	<ul style="list-style-type: none"> <li>The text topic 'religions' was not enjoyable.</li> </ul>	1	3.3
0-2:			
	<ul style="list-style-type: none"> <li>The text was too academic and not as interesting as the one in Unit One.</li> </ul>	2	6.7
Total responses		29	96.7
Missing		1	3.3
Total		30	100

## 2. How did you find the text difficulty?

	Too difficult	Appropriate to my level	Too easy
Group 1 (15) (PM)	11	4	0
Group 2 (23) (PM)	11	12	0
Total = 38	22	16	0
Percent	57.9	42.1	
Group 3 (15) (TS)	3	12	0
Group 4 (15) (TS)	7	8	0
Total = 30	10	20	0
Percent	33.3	66.7	0
Total = 68	32	36	0
Percent	47.1	52.9	0

2.1 If you found the text ‘too difficult’, what made you feel that way?

Students’ written responses	N	Percent	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	17	44.7	68
▪ The sentence structures were complicated.	5	13.2	20
▪ The text contained difficult comparisons.	2	5.3	8
▪ The content was difficult to understand.	1	2.6	4
Total (N=38)	25	65.8	100
TS Groups:			
▪ The vocabulary was difficult.	10	33.3	76.9
▪ The sentence structures were complicated.	3	10	23.1
Total (N=30)	13	43.3	100
Total (68)	38	55.9	

3. After completing reading the text in class, to what extent did you understand it?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM)	0	0	0	8	6	0	1
Group 2 (23) (PM)	0	0	1	16	5	0	1
Total = 38	0	0	1	24	11	0	2
Percent	0	0	2.6	63.2	28.9	0	5.3
Group 3 (15) (TS)	0	0	0	1	10	2	2
Group 4 (15) (TS)	0	0	1	6	4	3	1
Total = 30	0	0	1	7	14	5	3
Percent	0	0	3.3	23.3	46.7	16.7	10
Total = 68	0	0	2	31	25	5	5
Percent	0	0	2.9	45.6	36.7	7.4	7.4

3.1 Please explain the reasons why you felt that way.

Groups	Students’ written responses	N	Percent
PM Groups	4-6:		
	▪ The teacher provided the students with a clear explanation and translation.	4	10.5
	▪ The students were was able to apply reading strategies more effectively.	2	5.3
	▪ There was a variety of tasks, which helped improve the student’s overall reading proficiency and comprehension.	2	5.3
	▪ The text was close to the student’s background knowledge.	1	2.6
	▪ Helping each other translate the text in groups increased text comprehension.	1	2.6



	3:	<ul style="list-style-type: none"> <li>▪ The student was able to understand the whole picture of the text, but he had difficulties with some minor details.</li> <li>▪ The student was able to apply reading strategies more effectively.</li> <li>▪ The text was difficult. The student did not understand some words or the main points of each paragraph.</li> <li>▪ The tasks facilitated comprehension.</li> </ul>	11	28.9
			5	13.2
			3	7.9
			3	7.9
	0-2	<ul style="list-style-type: none"> <li>▪ The student was not able to extract the main points of each paragraph. He also did not understand the meaning of some words.</li> </ul>	1	2.6
Total responses			33	86.8
Missing			5	13.2
Total			38	100
TS Groups	4-6:	<ul style="list-style-type: none"> <li>▪ The teacher gave a clear and useful explanation.</li> <li>▪ The tasks increased the student's text comprehension.</li> <li>▪ The text was clear and the student could understand it. One student explained that he could understand all the details of the text.</li> <li>▪ The students had opportunities to help each other translate the text and think.</li> <li>▪ The student learnt more vocabulary.</li> </ul>	6	20
			5	16.7
			5	16.7
			3	10
			2	6.7
	3:	<ul style="list-style-type: none"> <li>▪ The student did not understand the meaning of some words.</li> <li>▪ The teacher did not provide a detailed explanation; therefore, the student did not fully understand the text.</li> <li>▪ The student learnt more vocabulary and had opportunities to practise writing skills.</li> </ul>	3	10
			2	6.7
			2	6.7
	0-2:	<ul style="list-style-type: none"> <li>▪ The student did not understand the text.</li> </ul>	1	3.2
Total responses			29	96.7
Missing			1	3.3
Total			30	100

## B) Unit's appearance

4. Did the unit have an attractive appearance?

	<b>Yes</b>	<b>No</b>
Group 1 (15) (PM)	15	0
Group 2 (23) (PM)	19	4
Total = 38	34	4
Percent	89.5	10.5
Group 3 (15) (TS)	15	0
Group 4 (15) (TS)	14	1
Total = 30	29	1
Percent	96.7	3.3
Total = 68	63	5
Percent	92.6	7.4

4.1 If you answered 'NO', why did you feel that way?

All of the students who answered 'NO' explained that the font size in the text was too small.

## C) Learners' interest

5. How interesting did you find the tasks in the unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (15) (PM)	0	0	3	8	3	1	0
Group 2 (23) (PM)	0	0	1	11	10	1	0
Total = 38	0	0	4	19	13	2	0
Percent	0	0	10.5	50	34.2	5.3	0
Group 3 (15) (TS)	0	0	0	8	6	1	0
Group 4 (15) (TS)	0	0	1	4	8	2	0
Total = 30	0	0	1	12	14	3	0
Percent	0	0	3.3	40	46.7	10	0
Total = 68	0	0	5	31	27	5	0
Percent	0	0	7.4	45.5	39.7	7.4	0

5.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The text was related to the student's background knowledge and daily life.	4	10.5
	▪ There was a variety of tasks which were helpful to their reading, such as 'understanding markers'.	3	7.9
	▪ The tasks were interesting.	3	7.9
	▪ The tasks stimulated the student to think all the time.	2	5.3
	▪ Working in groups was fun and helped increased comprehension.	1	2.6
	▪ The text contained useful information.	1	2.6
	3:		
	▪ The text contained difficult vocabulary and complicated sentence structures. This discouraged the student from working on the tasks. The student became bored with them.	5	13.1
	▪ The tasks enabled the student to employ reading strategies more effectively.	3	7.9
	▪ There was nothing new in the unit.	2	5.3
	▪ The text was not quite enjoyable.	2	5.3
	▪ The tasks were quite interesting.	2	5.3
	▪ The tasks built up comprehension.	1	2.6
	▪ The student learnt new vocabulary, but the sentence structures in the text were too difficult to translate.	1	2.6
	0-2		
	▪ The student was not interested in the text, so he did not want to persevere with working on the later tasks in the unit.	2	5.3
	▪ The vocabulary was difficult.	2	5.3
Total responses		34	89.5
Missing		4	10.5
Total		38	100
TS Groups	4-6:		
	▪ The text was related to the student's religion.	5	16.7
	▪ The student was able to understand the text better.	3	10
	▪ There were interactions among students and between students and the teacher.	2	6.7
	▪ The tasks were motivational.	2	6.7
	▪ Every student took part in the tasks.	2	6.7
	▪ The tasks improved the student's overall text comprehension.	1	3.3
	▪ The student felt interested in analysing the relationships between ideas in the text.	1	3.3
	▪ The student had opportunities to practise writing.	1	3.3
	3:		
	▪ Working in groups was helpful and enjoyable.	4	13.3

	▪ The tasks in this unit were the same as the ones in Unit One.	2	6.7
	▪ The teacher provided a clear explanation.	2	6.7
	▪ The text was close to the student's background knowledge.	2	6.7
	▪ The text was not interesting.	1	3.3
	0-2: ▪ The text was not interesting.	1	3.3
Total responses		29	96.7
Missing		1	3.3
Total		30	100

#### D) Tasks

6. To what extent did the tasks in the unit help improve your reading proficiency?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM)	0	0	0	8	6	1	0
Group 2 (23) (PM)	0	0	2	7	13	0	1
Total = 38	0	0	2	15	19	1	1
Percent	0	0	5.3	39.4	50	2.6	2.6
Group 3 (15) (TS)	0	0	0	3	11	1	0
Group 4 (15) (TS)	0	0	0	7	4	4	0
Total = 30	0	0	0	10	15	5	0
Percent	0	0	0	33.3	50	16.7	0
Total = 68	0	0	2	25	34	6	1
Percent	0	0	2.9	36.8	50	8.8	1.5

6.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6: ▪ The tasks facilitated more comprehension and improved reading proficiency. One student explained that the tasks enabled him to read the text more quickly.	9	23.7
	▪ The tasks enabled the student to apply reading strategies more effectively.	6	15.8
	▪ The student learnt new vocabulary and sentence structures.	4	10.5
	3: ▪ The student was able to use reading strategies	5	13.1

	<ul style="list-style-type: none"> <li>more effectively and understood the text better.</li> <li>There were many new words in the text and the student could not remember all of them.</li> <li>The student was not able to get the right answers.</li> <li>The student did not quite understand the text.</li> <li>The student did not quite understand how to summarise the text.</li> <li>The student felt he was not able to improve his reading proficiency much.</li> </ul>	3	7.9
0-2	<ul style="list-style-type: none"> <li>The tasks were difficult. The student did not know how to answer the questions in English.</li> </ul>	2	5.3
Total responses		35	92.1
Missing		3	7.9
Total		38	100
TS Groups	4-6: <ul style="list-style-type: none"> <li>The tasks could improve the student's overall reading proficiency and comprehension.</li> <li>The student learnt more vocabulary and how to use markers.</li> <li>Helping each other think and discuss the text in groups was helpful.</li> <li>The teacher provided explanation and useful guidance on how to deal with the tasks and the text.</li> <li>The student prepared by reading the text beforehand.</li> <li>Useful tips were provided throughout the unit.</li> <li>The text was something new to the student.</li> </ul> 3: <ul style="list-style-type: none"> <li>The vocabulary was difficult.</li> <li>The student gained more knowledge about Buddhism.</li> <li>Useful tips were provided throughout the unit.</li> </ul>	6 6 3 2 1 1 1 7 1 1	20 20 10 6.8 3.3 3.3 3.3 23.4 3.3 3.3
Total responses		29	96.7
Missing		1	3.3
Total		30	100

7. Did you find any tasks particularly difficult?

	Yes	No
Group 1 (15) (PM)	5	10
Group 2 (23) (PM)	11	12
Total = 38	16	22
Percent	42.1	57.9
Group 3 (15) (TS)	2	13
Group 4 (15) (TS)	5	10

Total = 30	7	23
Percent	23.3	76.7
Total = 68	23	45
Percent	33.8	66.2

7.1 If 'YES', please identify which task(s) you found particularly difficult.

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ Task 7: Understanding the Writer's Intention/the student did not know how to express ideas in sentences in English. He also had difficulties in making sense of the excerpts.	9	23.7	60
▪ Task 8: Inferring the Writer's Implicit Ideas/it was difficult for the student to infer the writer's ideas. He was also not able to express the answers in English.	6	15.8	40
Total (N=38)	15	39.5	100
TS Groups:			
▪ Task 7: Understanding the Writer's Intention/it was difficult to interpret what the writer wanted to tell the reader. The student did not know how to express his ideas in English.	9	30	75
▪ Task 8: Inferring the Writer's Implicit Ideas/ the student did not know how to write the answers in sentences.	1	3.3	8.3
▪ Task 2: Guessing Meaning of Unknown Words from Context/the student had a very limited vocabulary, so he could not make use of the context clues.	1	3.3	8.3
▪ Task 6: Intensive Reading/the student did not know how to write the answers in sentences.	1	3.3	8.3
Total (N=30)	12	40	100
Total (68)	27	39.7	

#### E) Time

8. How appropriate did you find the time spent for the whole unit?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (15) (PM)	0	0	0	4	9	1	1
Group 2 (23) (PM)	0	0	2	13	6	2	0
Total = 38	0	0	2	17	15	3	1
Percent	0	0	5.3	44.7	39.5	7.9	2.6
Group 3 (15) (TS)	0	0	1	2	10	1	1

Group 4 (15) (TS)	0	0	1	4	6	4	0
Total = 30	0	0	2	6	16	5	1
Percent	0	0	6.7	20	53.3	16.7	3.3
Total = 68	0	0	4	23	31	8	2
Percent	0	0	5.9	33.8	45.6	11.8	2.9

8.1 If you chose 0-2, please explain the reasons why you felt that way.

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>	<b>Valid Percent</b>
PM Groups: <ul style="list-style-type: none"> <li>The student wanted to have more time in thinking and reading and wanted the teacher to explain the text in detail.</li> </ul>	2	5.3	100
Total (N=38)	2	5.3	100
TS Groups: <ul style="list-style-type: none"> <li>The time for each task was limited.</li> <li>The class spent too much time on the whole unit.</li> </ul>	1 1	3.3 3.3	50 50
Total (N=30)	2	6.6	100
Total (68)	4	5.9	

#### F) Strengths and Weaknesses

9. What were the strengths of the unit?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups: <ul style="list-style-type: none"> <li>There was a variety of tasks which that covered all necessary reading strategies.</li> <li>The text was interesting because it was related to Thai people's way of life.</li> <li>The unit's appearance was attractive.</li> <li>Working in groups could contribute to greater understanding.</li> <li>The student learnt more new vocabulary and complicated sentence patterns.</li> <li>The student had opportunities to practise thinking.</li> <li>The student did not feel stressed out and did not work under pressure.</li> </ul>	13 8 4 4 2 1 1	34.2 21.1 10.5 10.5 5.3 2.6 2.6
Total responses	33	86.8
Missing	5	13.2
Total	38	100
TS Groups: <ul style="list-style-type: none"> <li>The text was interesting. One student explained that even though the text was slightly difficult, it was interesting and good practice.</li> <li>The unit's appearance was attractive.</li> </ul>	9 7	30 23.3

▪ There was a variety of tasks that covered all necessary reading strategies including, understanding markers and extracting the main idea.	7	23.3
▪ The student had opportunities to think and discuss the text and tasks with other classmates.	3	10
▪ The text was easy to understand.	1	3.4
Total responses	27	90
Missing	3	10
Total	30	100

10. What were the weaknesses of the unit?

Students' written responses	N	Percent
PM Groups:		
▪ The student was not interested in the text even though it was related to his life.	7	18.5
▪ The vocabulary and sentence structures were too difficult.	6	15.8
▪ The text was too long and contained too much information and complicated ideas.	6	15.8
▪ It was difficult for the student to interpret the writer's intention.	3	7.9
▪ There were too many tasks.	1	2.6
▪ The student did not know how to express his ideas in English.	1	2.6
Total responses	24	63.2
Missing	14	36.8
Total	38	100
TS Groups:		
▪ The vocabulary was difficult and technical because it was related to religions.	6	20
▪ The text was too long.	3	10
▪ The text was not enjoyable.	1	3.3
▪ The text was too difficult.	1	3.3
▪ Some tasks, like Task 7: Understanding the Writer's Intention, were too difficult.	1	3.3
▪ The student did not know how to express his ideas in English.	1	3.3
Total responses	13	43.3
Missing	17	56.7
Total	30	100



### UNIT THREE: *Get Out and Play!*

#### A) The text

1. How enjoyable did you find the text *Get Out and Play*?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM)	0	0	0	6	18	2	0
Group 2 (21) (PM)	0	0	0	4	15	2	0
Total = 47	0	0	0	10	33	4	0
Percent	0	0	0	21.3	70.2	8.5	0
Group 3 (25) (TS)	0	0	0	3	17	3	2
Group 4 (15) (TS)	0	0	0	1	11	2	1
Total = 40	0	0	0	4	28	5	3
Percent	0	0	0	10	70	12.5	7.5
Total = 87	0	0	0	14	61	9	3
Percent	0	0	0	16.1	70.1	10.3	3.5

1.3 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The text was close to the student's background knowledge, and this enabled him to understand the text more easily.	13	27.7
	▪ The text was interesting and up-to-date.	10	21.3
	▪ The student gained more knowledge about causes of obesity, which he found useful for his daily life.	7	14.9
	▪ The student was able to fully understand the text. One student said the vocabulary was easy to understand, so he did not encounter any difficulties while reading the text.	4	8.5
	▪ Working in groups was helpful to the student's text understanding.	2	4.3
	3:		
	▪ The text <i>Get Out and Play!</i> was linguistically difficult.	3	6.4
	▪ The student was able to understand the text.	2	4.3
	▪ The student could learn more about obesity.	2	4.3
	▪ The text was not interesting.	1	2.1
	▪ The text contained too many details and some were redundant.	1	2.1
	▪ The text was close to the student's background knowledge.	1	2.1

Total responses		46	98
Missing		1	2
Total		47	100
TS Groups	4-6:		
	▪ The text was interesting. One student stated that <i>Get Out and Play!</i> was the most enjoyable text of the three units. He could also learn more about obesity.	18	45
	▪ The text was related to the student's background knowledge, so it was easy to understand.	8	20
	▪ The student gained more knowledge about obesity and its solutions.	4	10
	▪ The student could comprehend the text and improve his reading proficiency.	2	5
	▪ The student had opportunities to practise translating the text and to extract the main points.	1	2.5
	3:		
	▪ The student gained more knowledge about obesity.	2	5
	▪ The student could not fully understand the text.	1	2.5
	▪ The student had to prepare reading the text beforehand in order to understand it.	1	2.5
Total responses		37	92.5
Missing		3	7.5
Total		40	100

2. To what extent did you find the text difficulty?

	Too difficult	Appropriate to my level	Too easy
Group 1 (26) (PM)	4	22	0
Group 2 (21) (PM)	2	19	0
Total = 47	6	41	0
Percent	12.8	87.2	0
Group 3 (25) (TS)	0	25	0
Group 4 (15) (TS)	0	15	0
Total = 40	0	40	0
Percent	0	100	
Total = 87	6	81	0
Percent	6.9	93.1	0

2.1 If you found the text too difficult, what made you feel that way?

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The vocabulary was difficult.	4	8.5	66.7
▪ The sentence structures were complicated.	2	4.3	33.3
Total (N=47)	6	12.8	100

3. After completing reading the text in class, to what extent did you understand it?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM)	0	0	0	6	14	6	0
Group 2 (21) (PM)	0	0	0	7	12	1	1
Total = 47	0	0	0	13	26	7	1
Percent	0	0	0	27.7	55.3	14.9	2.1
Group 3 (25) (TS)	0	0	0	2	16	5	2
Group 4 (15) (TS)	0	0	0	1	9	4	1
Total = 40	0	0	0	3	25	9	3
Percent	0	0	0	7.5	62.5	22.5	7.5
Total = 87	0	0	0	16	51	16	4
Percent	0	0	0	18.4	58.6	18.4	4.6

3.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ There was a variety of tasks which facilitated the student's text understanding.	10	21.3
	▪ The student was able to apply reading strategies more effectively.	6	12.7
	▪ In order to achieve the task outcomes, the student had to read the text many times and this enabled him to understand the text clearly.	3	6.4
	▪ The student was able to summarise the main points and apply other strategies more effectively.	3	6.4
	▪ The teacher and other classmates gave a clear explanation of the text.	3	6.4
	▪ There were two texts provided in the unit. The first text enabled the student to understand the later one more easily. One student wrote, 'I could understand the texts in this unit a lot because there were two of them. At first, I got a bit confused	2	4.3

	with the first text, but later it could help me understand the second one more easily. However, I think there were too many details in the second text and some parts should be removed’.		
	<ul style="list-style-type: none"> <li>▪ The vocabulary was not too difficult.</li> </ul>	2	4.3
	<ul style="list-style-type: none"> <li>▪ The student could answer the questions in the tasks.</li> </ul>	1	2.1
	<ul style="list-style-type: none"> <li>▪ The text was enjoyable.</li> </ul>	1	2.1
3:	<ul style="list-style-type: none"> <li>▪ The student did not fully understand the text. He could understand the text as a whole, but had difficulties with some minor details.</li> </ul>	7	14.9
	<ul style="list-style-type: none"> <li>▪ The language used in the text was easy to understand.</li> </ul>	3	6.4
	<ul style="list-style-type: none"> <li>▪ Sharing ideas with others contributed to better text understanding.</li> </ul>	1	2.1
	<ul style="list-style-type: none"> <li>▪ The student did not understand the meaning of some words.</li> </ul>	1	2.1
Total responses		43	91.5
Missing		4	8.5
Total		47	100
TS Groups	4-6:		
	<ul style="list-style-type: none"> <li>▪ The student could understand the main points of the text and explain what the writer wanted to tell the reader in each paragraph.</li> </ul>	12	30
	<ul style="list-style-type: none"> <li>▪ The text was easy to understand.</li> </ul>	8	20
	<ul style="list-style-type: none"> <li>▪ The teacher helped explain and translate the text and stimulate the student to think by himself.</li> </ul>	4	10
	<ul style="list-style-type: none"> <li>▪ Working in groups could contribute to better understanding.</li> </ul>	3	7.5
	<ul style="list-style-type: none"> <li>▪ The text was interesting.</li> </ul>	3	7.5
3:	<ul style="list-style-type: none"> <li>▪ The text was not too difficult to understand.</li> </ul>	2	5
	<ul style="list-style-type: none"> <li>▪ Working in groups facilitated text understanding.</li> </ul>	2	5
Total responses		34	85
Missing		6	15
Total		40	100

## B) Unit's appearance

4. Did the unit have an attractive appearance?

	Yes	No
Group 1 (26) (PM)	25	1
Group 2 (21) (PM)	20	1
Total = 47	45	2
Percent	95.7	4.3
Group 3 (25) (TS)	25	0

Group 4 (15) (TS)	14	1
Total = 40	39	1
Percent	97.5	2.5
Total = 87	84	3
Percent	96.6	3.4

4.1 If you answered 'NO', why did you feel that way?

Only one student from Group 4 explained that the unit should have been bound with a cover.

### C) Learners' interest

5. How interesting did you find the tasks in the unit?

	<b>0 Not at all</b>	<b>1</b>	<b>2 A Little</b>	<b>3</b>	<b>4 A Lot</b>	<b>5</b>	<b>6 Very Much</b>
Group 1 (26) (PM)	0	0	0	11	15	0	0
Group 2 (21) (PM)	0	0	0	6	14	1	0
Total = 47	0	0	0	17	29	1	0
Percent	0	0	0	36.2	61.7	2.1	0
Group 3 (25) (TS)	0	0	0	3	17	4	1
Group 4 (15) (TS)	0	0	0	2	11	2	0
Total = 40	0	0	0	5	28	6	1
Percent	0	0	0	12.5	70	15	2.5
Total = 87	0	0	0	22	57	7	1
Percent	0	0	0	25.3	65.5	8.1	1.1

5.1 Please explain the reasons why you felt that way.

<b>Groups</b>	<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups	4-6:		
	▪ There was a variety of useful and interesting tasks in the unit.	13	27.6
	▪ The text was interesting.	4	8.5
	▪ The text was related to the student's background knowledge and was easy to understand.	3	6.4
	▪ Working in groups contributed to text understanding. One of these students explained that it was true that they enjoyed working in groups, but at the same time they wanted the teacher to teach and explain more.	3	6.4
	▪ The tasks improved the student's reading proficiency, but some tasks were difficult.	2	4.3
	▪ The student gained more knowledge about	2	4.3

	<p>obesity.</p> <ul style="list-style-type: none"> <li>▪ The student got used to the learner-centred way of teaching more.</li> <li>▪ There were two texts in the unit. It was enjoyable to read two different texts in one unit.</li> </ul>	1	2.1
	<p>3:</p> <ul style="list-style-type: none"> <li>▪ Some tasks were difficult. One student said that he had poor English proficiency, so the tasks seemed to be too difficult for him.</li> <li>▪ The text was too complicated, so it was difficult for the student to answer the questions.</li> <li>▪ The tasks were similar to what they had done before in the previous units.</li> <li>▪ The student had background knowledge about the text content.</li> <li>▪ The student did not know how to express his ideas in English.</li> </ul>	7	14.9
		5	10.6
		2	4.3
		1	2.1
		1	2.1
Total responses		45	95.7
Missing		2	4.3
Total		47	100
TS Groups	<p>4-6:</p> <ul style="list-style-type: none"> <li>▪ The text was interesting and close to the student's background.</li> <li>▪ The tasks enhanced the student's overall reading proficiency.</li> <li>▪ There was a variety of tasks that covered all necessary reading strategies.</li> <li>▪ The student had opportunities to work in groups.</li> <li>▪ The tasks helped check the student's text understanding.</li> <li>▪ The tasks were enjoyable.</li> <li>▪ There were two texts for the student to compare and contrast in the unit.</li> <li>▪ The tasks stimulated the student to think.</li> <li>▪ The student could think of words to fill in the blanks with. The tasks were easy to understand.</li> </ul> <p>3:</p> <ul style="list-style-type: none"> <li>▪ The student learnt more vocabulary.</li> </ul>	8	20
		6	15
		5	12.5
		5	12.5
		4	10
		3	7.5
		2	5
		1	2.5
		1	2.5
		3	7.5
Total responses		38	95
Missing		2	5
Total		40	100

## D) Tasks

6. To what extent did the tasks in the unit help improve your reading proficiency?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM)	0	0	2	5	17	2	0
Group 2 (21) (PM)	0	0	1	3	15	2	0
Total = 47	0	0	3	8	32	4	0
Percent	0	0	6.4	17	68.1	8.5	0
Group 3 (25) (TS)	0	0	0	5	16	3	1
Group 4 (15) (TS)	0	0	0	4	7	4	0
Total = 40	0	0	0	9	23	7	1
Percent	0	0	0	22.5	57.5	17.5	2.5
Total = 87	0	0	3	17	55	11	1
Percent	0	0	3.5	19.6	63.2	12.6	1.1

6.1 Please explain the reasons why you felt that way.

Groups	Students' written responses	N	Percent
PM Groups	4-6:		
	▪ The tasks focused on both reading and thinking skills. The student had opportunities to employ and practise using different reading strategies and thinking more deeply.	12	25.5
	▪ All the tasks enabled the student to understand the text better.	8	17
	▪ The student learnt different patterns of sentence structures.	5	10.4
	▪ The student gained more knowledge about obesity.	3	6.4
	▪ The student actively participated in the classroom activities.	3	6.4
	▪ The student learnt more new words.	2	4.3
	3:		
	▪ The student did not understand some words.	3	6.4
	▪ The tasks could somewhat help improve the student's reading proficiency.	2	4.3
	▪ The vocabulary was not difficult.	1	2.1
	▪ The student gained more knowledge about obesity.	1	2.1
	▪ The student learnt more vocabulary and had opportunities to practise translating the text.	1	2.1
	0-2:		
	▪ The details in the text were repetitive, so the	1	2.1

	<p>student found the text boring.</p> <ul style="list-style-type: none"> <li>▪ The vocabulary was difficult.</li> <li>▪ The student knew most of the vocabulary in the text, so he did not learn anything new in this unit.</li> </ul>	1 1	2.1 2.1
Total responses		44	93.6
Missing		3	6.4
Total		47	100
TS Groups	<p>4-6:</p> <ul style="list-style-type: none"> <li>▪ There were a number of tasks that improved the student's overall reading proficiency and ability to apply reading strategies. One student explained that he became more confident in using reading strategies, such as 'extracting the main idea', 'guessing the meaning of unknown words from context' and 'skimming'. The more he learnt, the more he could make use of these strategies automatically.</li> <li>▪ The student had opportunities to practise reading and translating.</li> <li>▪ The student could understand the text better.</li> </ul> <p>3:</p> <ul style="list-style-type: none"> <li>▪ The student did not know how to answer the questions in English.</li> <li>▪ The student's overall English proficiency was poor, so he was not able to guess the meaning of unknown words in the text or extract the main points.</li> </ul>	18  5 4 6 2	45  12.5 10 15 5
Total responses		35	87.5
Missing		5	12.5
Total		40	100

#### 7. Did you find any tasks particularly difficult?

	Yes	No
Group 1 (26) (PM)	9	17
Group 2 (21) (PM)	7	14
Total = 47	16	31
Percent	34	66
Group 3 (25) (TS)	4	21
Group 4 (15) (TS)	2	13
Total = 40	6	34
Percent	15	85
Total = 87	22	65
Percent	25.3	74.7



7.1 If 'YES', please identify which task(s) you found particularly difficult.

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ Task 11: Inferring the Writer's Implicit Ideas/the student did not know how to express his ideas in English. He was unable to think of the appropriate words to use.	7	14.9	50
▪ Task 9: Identifying the Topic/the student was unable to write the answers in sentences.	4	8.5	28.6
▪ Task 5: Guessing Meaning of Unknown Words from Context/the student complained that there were too many unknown words in the excerpt, so he was not able to guess their meaning.	2	4.3	14.3
▪ Task 7: Scanning for Specific Information/the student did not understand the differences between the two texts.	1	2.1	7.1
Total (N=47)	14	29.8	100
TS Groups:			
▪ Task 7: Scanning for Specific Information/the text was difficult in terms of vocabulary.	3	7.5	50
▪ Task 11: Inferring the Writer's Implicit Ideas/ the student was not able to write the answers in sentences.	2	5	33.3
▪ Task 10: Intensive Reading/the student did not understand the meaning of some words.	1	2.5	16.7
Total (N=40)	6	15	100
Total (87)	20	30	

#### E) Time

8. How appropriate did you find the time spent for the whole unit?

	0 Not at all	1	2 A Little	3	4 A Lot	5	6 Very Much
Group 1 (26) (PM)	0	0	0	13	12	0	1
Group 2 (21) (PM)	0	0	2	5	11	3	0
Total = 47	0	0	2	18	23	3	1
Percent	0	0	4.3	38.3	48.9	6.4	2.1
Group 3 (25) (TS)	0	0	0	9	10	4	2
Group 4 (15) (TS)	0	0	1	6	4	3	1
Total = 40	0	0	1	15	14	7	3
Percent	0	0	2.5	37.5	35	17.5	7.5
Total = 87	0	0	3	33	37	10	4
Percent	0	0	3.5	37.9	42.5	11.5	4.6

8.1 If you chose 0-2, please explain the reasons why you felt that way.

Students' written responses	N	Percent	Valid Percent
PM Groups:			
▪ The teacher went through the answers in each task in the unit too quickly.	1	2.1	50
▪ There were many tasks, but the time was too limited.	1	2.1	50
Total (N=47)	2	4.2	100
TS Groups:			
▪ The time was limited. The teacher explained the later tasks too quickly and did not translate the text in detail.	1	2.5	100
Total (N=40)	1	2.5	100
Total (87)	3	3.4	

#### F) Strengths and Weaknesses

9. What were the strengths of the unit?

Students' written responses	N	Percent
PM Groups:		
▪ The text was interesting.	14	29.8
▪ The unit's appearance was attractive.	9	19.2
▪ The text was close to the student's background knowledge, so he was able to predict the text content easily.	7	14.9
▪ There was a variety of tasks that covered all necessary reading strategies. One student commented that the tasks covered useful reading strategies and provided them with a helpful explanation.	7	14.9
▪ The tasks were enjoyable.	3	6.4
▪ Examples provided in each task were relevant and easy to understand.	1	2.1
▪ There was a comparison between the two texts in the unit.	1	2.1
▪ The student was able to practise both reading and writing.	1	2.1
Total responses	43	91.5
Missing	4	8.5
Total	47	100
TS Groups:		
▪ The text was interesting because the student could relate their background knowledge to the text content.	15	37.5
▪ The unit's appearance was attractive.	7	17.5
▪ The text was easy to understand. The student was able to understand it.	6	15

▪ The tasks covered all necessary reading strategies.	5	12.5
▪ The student enjoyed working in groups.	3	7.5
▪ The student enjoyed identifying the main points and topic because this enabled him to understand the text as a whole.	2	5
▪ The student could link the content of <i>Big in Taiwan</i> to that of <i>Get Out and Play!</i>	2	5
<b>Total responses</b>	<b>40</b>	<b>100</b>

10. What were the weaknesses of the unit?

<b>Students' written responses</b>	<b>N</b>	<b>Percent</b>
PM Groups:		
▪ Some tasks were too difficult. The student could not think of the answers.	5	10.6
▪ The text was too long, and this discouraged the student from translating it.	3	6.4
▪ The text contained complicated ideas and too many details.	3	6.4
▪ The classroom atmosphere was boring. One student said, 'I think both the teacher and students must pay more attention to their own roles. I mean, the teacher should make an effort to stimulate and motivate the students to contribute to classroom activities more than this. The students themselves must also have more involvement with the tasks and the lessons'.	2	4.3
▪ The tasks focused too much on writing. The student was not able to write the answers in sentences.	2	4.3
<b>Total responses</b>	<b>15</b>	<b>32</b>
Missing	32	68
<b>Total</b>	<b>47</b>	<b>100</b>
TS Groups:		
▪ The vocabulary was difficult.	5	12.5
▪ Some tasks were too difficult. The student could not think of the answers both in Thai and English.	3	7.5
▪ The text was too long.	1	2.5
▪ The time was limited. The student needed more time in reading and translating the text.	1	2.5
<b>Total responses</b>	<b>10</b>	<b>25</b>
Missing	30	75
<b>Total</b>	<b>40</b>	<b>100</b>

## **Appendix 20**

Pre- and post-tests and answer sheet

## Pre- and Post-Tests and Answer Sheet

### Test for EG 221: Reading for Information Semester 1/2006

The total time for the test: 60 minutes/Total Pages: 6

ข้อสอบชุดนี้ประกอบไปด้วยเนื้อเรื่องทั้งหมด 2 เรื่อง และคำถาม 20 ข้อ เขียนคำตอบในกระดาษคำตอบที่แจกให้ กรุณาอย่าเขียนอะไรในข้อสอบ

#### เนื้อเรื่องที่ 1

ท่านควรใช้เวลาไม่เกิน 30 นาที ในการตอบคำถามข้อ 1-13 อ่านคำถามก่อนอ่านเนื้อเรื่องจะช่วยให้ท่านตอบคำถามได้เร็วขึ้น



- A** There are now over 700 million motor vehicles in the world – and the number is rising by more than 40 million each year. The average distance driven by car users is growing too – from 8 km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.
- B** While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.
- C** Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 per cent of inland freight in the United Kingdom is carried by road. Clearly the world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?
- D** In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.
- E** A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

**F** Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

**G** One solution that has been put forward is the long-term solution of designing cities and neighbourhoods so that car journeys are not necessary – all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the

emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

**H** A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable – and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

#### คำถามข้อ 1-6

เนื้อเรื่องที่ 1 มีทั้งหมด 8 ย่อหน้า (A-H) ย่อหน้าใดเน้นข้อมูลดังต่อไปนี้ จงเขียนตัวอักษรที่เหมาะสม (A-H) ในช่องว่างหมายเลข 1-6 ในกระดาษคำตอบ

หมายเหตุ: เลือกเขียนเพียงตัวอักษรเดียวในแต่ละคำตอบ

1. a comparison of past and present transportation methods
2. how driving habits contribute to road problems
3. the relative merits of cars and public transport
4. the writer's own prediction of future solutions
5. the increasing use of motor vehicles
6. the impact of the car on city development

**คำถามข้อ 7-13**

ข้อความดังต่อไปนี้ตรงกับข้อมูลในเนื้อเรื่องที่ 1 หรือไม่ ในช่องว่างหมายเลข 7-13 ในกระดาษคำตอบของท่าน  
จงเขียน

**YES**

ถ้าข้อความตรงกับข้อมูลในเนื้อเรื่อง

**NO**

ถ้าข้อความขัดแย้งกับข้อมูลในเนื้อเรื่อง

**NOT GIVEN**

ถ้าไม่มีข้อมูลเกี่ยวกับเรื่องนี้ในเนื้อเรื่อง

7. Vehicle pollution is worse in European cities than anywhere else.
8. Transport by horse would be a useful alternative to motor vehicles.
9. Nowadays freight is not carried by water in the United Kingdom.
10. Most European cities were not designed for motor vehicles.
11. Technology alone cannot solve the problem of vehicle pollution.
12. People's choice of car and attitude to driving is a factor in the pollution problem.
13. Redesigning cities would be a short-term solution.

*From IELTS Reading Examination*

## เนื้อเรื่องที่ 2

ท่านควรใช้เวลาไม่เกิน 30 นาที ในการตอบคำถามข้อ 14-20 อ่านคำถามก่อนอ่านเนื้อเรื่องจะช่วยให้ท่านตอบคำถามได้เร็วขึ้น

### A Workaholic Economy

FOR THE first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then, finally, to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered.

Although the output per hour of work has more than doubled since 1945, leisure seems reserved largely for the unemployed and underemployed. Those who work full-time spend as much time on the job as they did at the end of World War II. In fact, working hours have increased noticeably since 1970 – perhaps because real wages have stagnated since that year. Bookstores now abound with manuals describing how to manage time and cope with stress.

There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, says economist Juliet B. Schor of Harvard University. Indeed, the current economic recovery has gained a certain amount of notoriety for its 'jobless' nature: increased

production has been almost entirely decoupled from employment. Some firms are even downsizing as their profits climb. 'All things being equal, we'd be better off spreading around the work,' observes labour economist Ronald G. Ehrenberg of Cornell University.

Yet a host of factors pushes employers to hire fewer workers for more hours and, at the same time, compels workers to spend more time on the job. Most of those incentives involve what Ehrenberg calls the structure of compensation: quirks in the way salaries and benefits are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

Professional and managerial employees supply the most obvious lesson along these lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer's incentive is clear.

Even hourly employees receive benefits – such as pension contributions and medical insurance – that are not tied to the number of hours they work. Therefore, it

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is more profitable for employers to work their existing employees harder.

For all that employees complain about long hours, they, too, have reasons not to trade money for leisure. 'People who work reduced hours pay a huge penalty in career terms,' Schor maintains. 'It's taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output. 'Employees know this,' she says, and they adjust their behavior accordingly.

'Although the image of the good worker is the one whose life belongs to the company,' Bailyn says, 'it doesn't fit the facts.' She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have, and they are less likely to succumb to fatigue in stressful jobs. Companies that employ more workers for less time also gain from the resulting redundancy, she asserts. 'The extra people can cover the contingencies

that you know are going to happen, such as when crises take people away from the workplace.' Positive experiences with reduced hours have begun to change the more-is-better culture at some companies, Schor reports.

Larger firms, in particular, appear to be more willing to experiment with flexible working arrangements. ...

It may take even more than changes in the financial and cultural structures of employment for workers successfully to trade increased productivity and money for leisure time, Schor contends. She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first post-war generation of home buyers. Not even the humblest household object is made without a microprocessor. As Schor notes, the situation is a curious inversion of the 'appropriate technology' vision that designers have had for developing countries: U.S. goods are appropriate only for high incomes and long hours.

*Paul Wallich*

#### คำถามข้อ 14-16

ข้อความดังต่อไปนี้ตรงกับความคิดเห็นของผู้เขียนในเรื่องที่ 2 หรือ ไม่ ในช่องว่างหมายเลข 14-15 จงเขียน

- |           |  |
|-----------|--|
| YES       | ถ้าข้อความตรงกับความคิดเห็นของผู้เขียน                   |
| NO        | ถ้าข้อความขัดแย้งกับความคิดเห็นของผู้เขียน               |
| NOT GIVEN | ถ้าเป็นไปไม่ได้ที่จะกล่าวว่าคุณเขียนมีความคิดเห็นเช่นนี้ |

14. Today, employees are facing a reduction in working hours.
15. Social planners have been consulted about US employment figures.
16. Salaries have not risen significantly since the 1970s.

**คำถามข้อ 17-20**

ผู้เขียนได้กล่าวถึงปัจจัยหลายปัจจัยที่ส่งผลให้ถูกจ้างเพิ่มชั่วโมงการทำงานมากขึ้น จงเลือกปัจจัยสี่ปัจจัยที่ผู้เขียนได้กล่าวถึง เขียนคำตอบ (A-H) ในช่องว่างหมายเลข 17-20 ในกระดาษคำตอบ

**List of Factors**

- A. Books are available to help employees cope with stress.
- B. Extra work is offered to exiting employees.
- C. Increased production has led to joblessness.
- D. Benefits and hours spent on the job are not linked.
- E. Overworked employees required longer to do their work.
- F. Longer hours indicate greater commitment to the firm.
- G. Managers estimate staff productivity in terms of hours worked.
- H. Employees value a career more than a family.

From IELTS Reading Examination

# ANSWER SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sec: \_\_\_\_\_ EG 221: Reading for Information/Total time: 60 minutes

---

WRITE YOUR ANSWERS ON THE BLANKS BELOW.

## Reading Passage 1

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

## Reading Passage 2

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## **Appendix 21**

Original version of reading texts

## ***Movie Makers at Crossroads***

Director Zhang Yimou scores at the box office,  
but gets slammed by critics

When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without reservation, "Zhang Yimou's artistic life is dead." (p.1)

Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's." (p.2)

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

Since Zhang Yimou's name became well known in the 1990s, he was considered a pioneer cinematographer who set trends for movie-makers in China. In 2002, Zhang started to shift his research focus from pure art movies to commercial films. Today, he has succeeded as a commercial movie director, but failed in his more creative art movie pursuits. (p.4)

"We all see that domestic movies are not profitable," said Zhang Weiping, producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5)

Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*.

"Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies," said Zhang Weiping. It is the producer who remolded Zhang Yimou and pointed the director in a direction of big commercial undertakings. They have known each other for 16 years, and Zhang Weiping had invested in all Zhang Yimou's movies since 1996. (p.7)

Zhang Weiping used to be a pharmacist, before investing in real estate, and now still owns a company selling food to airlines and medicine. But it is the title of Board Chairman of New Picture Film Co. Ltd. That he enjoys the most. (p.8)

In 1995, he lost over 10 million yuan (\$1.2 million) after financing one of Zhang Yimou's movies. The reason is he didn't realize a movie needed to be marketed before it could make money. (p.9)

Normally, businesspeople would stop investing after they lose money. However, Zhang Weiping used his funds from a real estate project and invested another 20 million yuan (\$2.42 million) in Zhang Yimou's following two movies, *No One Missing* and *The Road Home*. "I would support Zhang Yimou, no matter how high risk was. The reason was I believed that he was to become a successful movie maker," explained Zhang Weiping. (p.10)

Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)

One month before *House of Flying Daggers* was screened, many of the movie lines in China received a schedule agreement on sponsoring the movie's global premiere. The agreement said that if movie lines wanted to set up a branch premiere, the precondition would be that they must pay an authorization fee of 500,000 yuan (\$60,400). "The money was used for renting big screens. The ceremony would be broadcast live by 165 radios in the country, and another 150 TV stations would rebroadcast the edited ceremony programs later," explained Zhang Weiping. After the money was received, his company would supply and install giant screens to branch premiere locations, transfer signals of the ceremony by satellite and authorize the sponsor movie lines to assist with advertising. (p.12)

According to Yu Yuxi, General Manager of New Picture, the company spent a lot of money on promoting *House of Flying Daggers*, much more than the expense on the premier ceremony of *Hero*. "In this business, we only need to guarantee that no VCD or DVD production goes to market within 15 days of a movie being first screened. The DVD production of *House of Flying Daggers* did not appear on the market until two months' later, which supported our movie lines the most." (p.13)

People were curious at what price the copyright of the movie could be sold. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions, because movie audience space was limited. (p.14)

According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office

hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be the type that easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang frequently was awarded for his former films. (p.15)

Zhang Weiping said that even though the media and audiences responded to his movies negatively, nobody could deny that they were a commercial success. (p.16)

Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story at all, some even thinking the antics comical. (p.18)

In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a cooperative method of commercial cooperation and cinematics. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. In short, profit should not be at the expense of artistry. (p.19)

In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt that he wasted the acting techniques of the good actors and actresses at his disposal. (p.20)

Today, the domestic movie market is maturing, and dictates that all the commercial factors in the industry must respect the rules of the free market. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a "famous director" is at the helm. (p.21)

*Beijing Review*, September 2, 2004

## ***Asia Wings It When It Comes to Bird Flu***

By Bruce Klingner

The resurgence of the deadly H5N1 strain of avian influenza (“bird flu”) in Asia after months of apparent quiescence, combined with the first reported case of human-to-human transmission in Thailand, has resurrected fears of a potential global pandemic. Recent outbreaks have been identified in Cambodia, China, Indonesia, Malaysia, Thailand and Vietnam, despite massive government culling programs of tens of millions of poultry earlier this year. (p.1)

The World Health Organization (WHO) characterized the simultaneous outbreaks of the H5N1 influenza in 2003-04 as “historically unprecedented”. The United Nations Food and Agriculture Organization (FAO) and the World Organization for Animal Health (OIE, or Office International des Epizooties) jointly concluded earlier this month that the epidemic is a “crisis of global importance” and that the “virus will not be eradicated in the near future”. Although only 43 people have been infected by avian flu to date, 72% of those have died, a fatality rate similar to that of the Ebola virus. (p.2)

Health authorities warn that if a hybrid strain of bird flu were to combine with human influenza, it could have a potentially devastating impact similar to the “Spanish Flu” epidemic of 1918-19 that resulted in more than 20 million human deaths. (p.3)

### **Requirements of a pandemic**

Health experts explain a pandemic required the development of a new strain of influenza that has the ability to spread not only from animals to humans, but also from human to human. Such a virus would be spread rapidly since no one would have innate immunity and existing vaccines would not provide protection. An animal influenza virus can acquire the ability to spread among humans either through chance mutation or if a person already sick with a human influenza virus also became infected with H5N1, allowing the viruses to mingle and form a new, deadlier strain. (p.4)

The WHO assessed earlier this year that the H5N1 virus has a high propensity for mutating rapidly and acquiring genes from viruses infecting other animals, providing it the ability to jump to other species. US and Chinese researchers studying H5N1 strains taken from ducks in China between 1999 and 2002 determined that the virus has become more virulent and deadly during the past several years, according to a study published in the Proceedings of the National Academy of Sciences. (p.5)

Domestic poultry are particularly susceptible to epidemics of rapidly fatal influenza, and migratory waterfowl have been identified as “reservoirs” for H5N1. The virus can also mutate within pigs, which are susceptible to infection from both bird and human viruses. (p.6)



## **On the watch in Asia**

To prevent further outbreaks, as well reduce the opportunity for the virus to mutate, the WHO has urged governments to make “rapid elimination of the H5N1 virus in bird populations [a] high priority as a matter of international public health importance”. Although culling operations reduce human exposure, the large number of humans living in close proximity to poultry throughout Asia, and the ability of the virus to survive for lengthy periods in cold weather, require long-term measures to be implemented. Previous epidemics involving the less dangerous strains lasted for several years. (p.7)

## **Denying the problem**

The tendency of some governments to cover-up outbreaks of avian flu is worrisome. At the initial stages of last year’s outbreak, Bangkok vehemently denied for weeks the possibility that bird flu existed in Thailand, only admitting the truth after three people had been diagnosed with the disease. Thailand’s Deputy Agriculture Minister Newin Chidchob commented at the time, “If we find this disease in Thailand, the chicken industry will collapse immediately. We would lose more than 100 billion baht [US\$2.56 billion]. “The Thai government’s chief spokesman said the outbreak had been concealed for “a few weeks” in order to avoid panic. (p.8)

Thailand is one of the world’s top five poultry exporters. After Bangkok announced the existence of avian flu, the European Union, Japan, and several other Asian countries banned imports of Thai chickens and stock prices of chicken producers plunged on the Bangkok share market. (p.9)

Prime Minister Thaksin Shinawatra dismissed on October 12 the recommendation of the Livestock Development Department to produce an avian flu vaccine and strongly criticized the department for “confusing the public over the issue”. He also directed all government agencies to refrain from giving press interviews without first clearing the information with Deputy Prime Minister Chaturon Chaisang. The director general of Thailand’s Department of Disease Control, D Thawat Suntrajarn, asserted that avian flu did not represent a global threat and that the virus was not easily transmittable between humans. (p.10)

Vietnam announced that it had contained the latest avian flu outbreak, and Bui Quang Anh, a spokesman for the Ministry of Agriculture and Rural Development, denied that Hanoi was covering up additional cases of the disease, despite its refusal to release test results of a boy who died in September from suspected bird flu. (p.11)

The WHO refuted statements made by Indonesian officials earlier this month that the H5N1 strain of bird flu circulating in the country was different from the virus found in Vietnam and Thailand, and said that “Indonesia has an H5N1 virus with genotype-z that cannot be transmitted from poultry to humans.” WHO expert Steven Bjorge said that all of the H5N1 bird flu outbreaks in Asia were variants of the same genotype, which is highly pathogenic to birds and could also be transmitted to

humans. Tri Stay Putri Naipospos, the director for animal control of Indonesia's Agriculture Ministry, claimed that disease "is now under control". (p.12)

### **China-the biggest worry?**

China, again, casts a long shadow over the rest of Asia. Health experts fear a looming crisis in China, the source of the deadly severe acute respiratory syndrome (SARS) virus, which some assess had likely mutated from an animal disease. During the 2003-04 avian flu outbreak, Beijing established "guidance" for domestic media to follow in reporting on SARS and avian flu, and officials intimidated members of the media that did not comply. (p.13)

China initially denied that the avian flu virus existed in country, despite it having been identified in poultry meat exported to its neighbors, or that the source of the disease was Guangdong province, where the SARS virus had begun. A WHO official commented in January that, despite repeated requests, China had failed to be forthcoming with information. "We are very afraid that their attitude to avian flue is the same as it was to SARS last winter and that we are heading for a repetition of that fiasco," the official said. (p.14)

Chen Hualan, director of China's National Avian Influenza Reference Laboratory in Harbin, revealed in August that Chinese government scientists had confirmed the presence of H5N1 avian influenza in pigs during 2003-04, but Beijing never informed international health authorities. Concerns remain that Beijing might suppress information about future outbreaks. (p.15)

### **Near-term outlook**

The disease is now permanently established in poultry throughout most of Southeast Asia. Outbreaks among fowl and humans will continue to occur and will probably increase over the next 30-90 days since the disease has historically been more prevalent during the winter months. The level of poultry and human outbreaks will be highly dependent on imposed health and travel restrictions. Government denials of outbreaks, which delay remedial quarantine and culling efforts, would only raise the risks for additional infections. (p.16)

### **Implications for the future**

Health officials fear that an influenza virus that led to widespread sickness would cause massive disruption to a nation's health-care system and inhibit the government's ability to maintain essential services. A large portion of the population would be sick, virtually all at once, overwhelming doctors and hospitals. Beyond the direct cost of care and medicines, the overall economic implications would be staggering, not only for the poultry industry-a key component of several Southeast Asian economies-but also other meat industries impacted by loss of consumer confidence and reductions in the tourist and transportation sectors, resulting from international quarantines. (p.17)

### **What would cause a panic?**

Reports of additional outbreaks of avian flu in other Asian nations would cause immediate imposition of government culling programs and quarantines in an attempt to limit the economic impact. Confirmation of human-to-human transmission would cause an increased level of concern, especially if it were to occur simultaneously in several countries. Confirmation of widespread outbreaks in China, or indications of government suppression of information, would significantly raise international anxiety. (p.18)

Occurrences of the H5N1 avian flu in humans outside of Asia, perhaps caused by travellers returning with the virus, could cause widespread panic and draconian government restrictions on travel and international economic activity. Taiwanese Health Minister Chen Chien-Jen warned on October 8 that a deadlier variant of avian flu “could spread rapidly, and an infected person could transmit it to several people at once. The virus could spread throughout the world, leaving from Asia and reaching the United States and Europe.” He warned that European imports of live poultry from Asian countries are potential risk factors that could result in the spreading of the virus. (p.19)

Governments would respond by seeking to stockpile a vaccine. The Etopia Media Medical News Network reported that the US National Institutes of Health in late May awards two contracts to “support the production and clinical testing of an investigational vaccine based on [H5N1] which might have the potential to cause pandemic influenza”. The awards went to Aventis Pasteur Inc and the Chiron Corporation, the latter being the firm that produced the human influenza vaccine that recently has been designated unusable. Kalus Stohr, the head of WHO’s influenza program, stated this month that, “nobody would have a vaccine if the pandemic comes in two months, and very very few people would have a vaccine in four months”.

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From <http://www.atimes.com/atimes/China/FJ23Ad02.html>

## ***Buddhism Thai Style***

By Kenneth Champeon

To consider yourself part of an organized, well-established religion, you need not know much, or indeed anything, about its past, its prophets, or its precepts. Hundreds of millions of illiterate Hindus have never read the *Bhagavad Gita*; many Christians deny that Jesus was a Jew; many Muslims drink alcohol. Likewise, many of the 90 percent of Thais that are Buddhist know less about Buddhism, and are less Buddhist, than you or I. (p.1)

This is not to slight Thai Buddhists. Fish, as the philosopher Imre Lakatos said, are not experts at hydrodynamics. Fluency in English does not make you an English teacher. Similarly, an adherent to a religion may not understand its principles. Even the rare exception may set forth these principles in a static form, which misleads us as to the living faith: Rahula's "What the Buddha Taught" may not be What Buddhists Believe. (p.2)

Thais are Buddhists roughly to the same extent that so-called Christians are Christians. Both religions, over two millennia old, would be unrecognizable to early practitioners and bear stark contrasts to canonical texts. Both religions had to adopt and destroy elements of the religions of their converts. Middle Eastern Christianity is to European paganism what Indian Buddhism is to Southeast Asian animism. Most Thais are Buddhist, and most Christians Christian, not by individual choice, but through historical accident and social conformity. (p.3)

As a result, Thai Buddhism is not pure, but a blend of at least three rather disparate systems of belief. One is Theravadan Buddhism: the belief that the Buddha was an enlightened man whose teachings provide a guide to worldly happiness and otherworldly advancement. Another is animism or superstition: the belief that spirits inhabit natural things, or that supernatural forces influence natural events. The last is "*Ramayanaism*": the belief in the legendary, divine or semi-divine characters populating the Hindu epic *Ramayana*. (p.4)

Many religions have two versions: one for the priesthood and one for the laity. Few Catholics understand St. Thomas Aquinas, but they can understand the Ten Commandments. Few Buddhists understand the Buddha's theory of "dependent origination", but they can understand—though they may not remember—the Eightfold Path. Catholics do not undertake the austerities of saints, and Buddhists generally do not meditate. For Buddhist monks, there are over 200 vows—for the laity, only five. (p.5)

The five vows of Thai Buddhism—don't lie, don't steal, don't commit adultery, don't kill living things, and don't get drunk—are similar to the Ten Commandments in that they provide a concise guide to ethical conduct. But while breaking a commandment is sinning, breaking a vow is more like blundering. To underscore their difference from the absolute "thou shalt not"s, the vows are phrased using the

word “avoid”, as in “avoid drunkenness”—for your own health and happiness, not because drinking is a *priori* and absolutely immoral. (p.6)

Because the vows are more skin to recommendations than commandments, they are followed to widely varying degrees. A great many Thais eat meat and drink whisky. According to a recent *Time* poll, 58% of Thai men and 26% of Thai women have been unfaithful. Thais may not lie or steal so much, but their notions of truth and private property are slippery at times. (p.7)

Nevertheless, to violate the spirit of a vow has consequences because of the mechanisms of kamma—the karma of Sanskrit—and reincarnation. Kamma links one’s actions with one’s fortunes, either in this life or another. A murderer may come back as a dog in a future life, or he (or someone else beloved) may be murdered in this one. A virtuous woman may be a man in a next life, or be fortunate in this one, or both. The connections between actions and consequences are not set in stone, but if you break a vow, you should expect to pay for it later. (p.8)

Because good deeds lead inexorably to good fortunes, the Thais perform good deeds with the attainment of good fortunes in mind. This performance is called “making merit.” Merit can be made by something as small as informing someone that he has forgotten to turn off his headlights, or by something as large as making a trip to an important temple. The Thais view this accumulation of merit very practically. It is to the soul what regular exercise or an annual check-up is to the body. Or, put another way, every Thai has a sort of spiritual bank account. Doing bad things are withdrawals; making merit is a deposit. You try to keep your soul in the black, as it were. (p.9)

Kamma and reincarnation come straight from the Buddha’s mouth. But like many other Buddhists, the Thais worship the Buddha in a way he would not have favored, that is, as if he were a god. They prostrate themselves before highly-prized Buddha images and often refer to the Buddha as “Lord”. But like Jesus, the Buddha is usually considered *et vir et deus*—a man who lived a life on Earth like any other, but whose godliness remains a subject of debate. (p.10)

Yet for a nation identifying itself so completely with Buddhism, a pre-eminently rational, analytical system of belief, Thailand retains a host of pre-Buddhism superstitions. Some are now effectively inseparable from Thai Buddhism itself. Christianity has its angels, the Eucharist, and even the Christmas tree—all “pagan” things incorporated into the religion to make it more accessible to pagan converts. Likewise, Thai Buddhism has spirit houses, ghosts, and an assortment of “old wives’ tales” purporting to explain the workings of the natural world. (p.11)

Spirit houses are shrines in the shapes of houses, populated by figurines. It is believed that the houses contain the spirit of the land on which they are built. Offerings of flowers, incense, candles, and food are placed on the house’s “front porch”, special attention being given on prominent Thai religious holidays. Just about every Thai household or business has a spirit house nearby; even taxi cabs contain small versions on their dashboards. (p.12)

The spirit of the land is not the only one. Projecting from the eaves of many Thai-style buildings are two gah-lae, or wings, which are meant to ward off evil spirits. Benevolent spirits, meanwhile, can enter homes and manipulate physical things. One such, called a “hungry ghost”, is sometimes used to explain otherwise inexplicably empty trays of food, and sometimes appears in human form. (p.13)

This admission of the supernatural also takes the form of ascribing physical events to non-physical causes. If you sneeze, for example, it means that someone, somewhere, is talking about you. If you arrive at a gathering where people have been talking about you, you can expect to have a long life. If you dream of ghosts, good luck awaits you. On the darker side, if you mention a misfortune prior to its happening, e.g. “I hope I don’t crash my car”, the misfortune is more likely to occur. Thais also have a phrenology—like system of determining a person’s character based on the location of moles on his face. Facial hair, meanwhile, is a sign of dishonesty, which may go some way to explain the Thais’ widespread distrust of moustached Indians. (p.14)

Ironically, despite this distrust of Indians, the final component of Thai “Buddhism” is Hinduism. The Hindu epic *Ramayana* relates the struggle against evil made by one Rama, a sort of warrior-god, embodiment of moral perfection; his devoted and longsuffering wife Sita; and a spirited and helpful monkey-god named Hanuman. The tale is arguably as important to Thailand as to South India, its place of origin. Every child learns it in school; its episodes are depicted in Thai classical dance, and on murals and in the statuary of Thai temples; and every king of Thailand—the last nine of whom are named Rama—commonly writes a new version of its events. (p.15)

Thailand and its predecessor, the kingdom of Siam, have always had a reputation for being open to disparate beliefs and lifestyles, and for assimilating them carefully into their own. Anyone disappointed to find that Thai Buddhism bears at times only a nominal similarity to the Buddha’s ideas must remember this. Just as Christian missionaries failed to convert Thais, so early Buddhist monks failed fully to make Thailand purely Buddhist. The Buddha continues to jostle with the spirit of the land and Rama for dominance. Buddha images are erected alongside spirit houses within temples containing Hanuman. Thailand is probably over 90 percent Buddhist only because of a certain limiting set of checkboxes on a census form. The true religion defies easy classification and flouts dogmatism. This is its virtue, and in part explains why the land of the Thai is so enviably peaceful. (p.16)

From: [http://www.thingsasian.com/goto\\_article/article.1225.html](http://www.thingsasian.com/goto_article/article.1225.html)

## ***An Empty Nest Can Promote Freedom, Improve Relationships***

A developing line of research suggests that many parents get a new lease on life when their children leave.

By Rebecca A. Clay

Every fall, psychologist Karen L. Fingerman, PhD, asks her students how they think their parents are coping with their newly emptied nests. And every year, students express surprise at what Fingerman's research has to say in response to that question. (p.1)

"Students always think their parents are doing worse now that they're gone," says Fingerman, the Berner Hanley University Scholar and associate professor of child development and family studies at Purdue University. "Of course, you want to think that when you move out, your mom must be devastated, but that's not validated by the research." (p.2)

Students aren't the only ones who believe in the so-called "empty-nest syndrome"—the depression, loss of purpose and crisis of identity that parents, especially mothers, supposedly feel when their children leave home. Sociologists popularized the term in the 1970s, and the media have helped make its existence part of conventional wisdom. More recently, a number of psychologists have begun taking a more nuanced look at this transition—some of them because they themselves weren't experiencing the distress the popular literature says is typical when children leave home. (p.3)

Now many of these researchers are busy debunking such myths as empty-nest depression and loss of purpose. While they acknowledge that parents do feel a sense of loss when their nests empty, they are also finding that this period can be one of increased satisfaction and improved relationships. And some findings even challenge the notion that an empty nest is hardest on women—if anything, this research suggests, it may be men who do fare so well when children leave home. (p.4)

### **Improved relationships**

A lot has changed since the idea of an empty-nest syndrome first surfaced. An unprecedented number of mothers now work outside the home, giving them a role beyond that of parent. And cheaper long-distance charges, e-mail and lower airfares have made it easier to stay in touch once children leave home, some recent studies suggest. (p.5)

"The empty-nest syndrome doesn't exist in the way it has been portrayed in the popular literature," says Fingerman, author of "Mothers and Their Adult Daughters: Mixed Emotions, Enduring Bonds" (Prometheus Books, 2002). "People do miss their children, but, based on what I've seen in my research, what happens is actually the opposite of the empty-nest syndrome." (p.6)

According to Fingerman's research, most parents enjoy greater freedom, a reconnection with their spouses and more time to pursue their own goals and interests once their children leave home. Parents in her studies report that seeing a child start down the path toward successful adulthood gives them a feeling of joy and pride. Most importantly, the parent/child relationship actually improves for many of them when children leave home. (p.7)

In a study published in 2000 in the *Journals of Gerontology: Psychological Sciences and Social Sciences* (Vol. 55, No. 2), Fingerman interviewed women in their early 20s and their mothers, and women in their 40s and their mothers. The younger women and their mothers were "almost sappily positive" about their relationships, says Fingerman. Part of the reason for this upsurge may simply be the absence of the day-to-day stressors that come with living together and the contrast between children's often stormy adolescences and their emerging adulthoods. (p.8)

"People may worry about losing their child when the child leaves home," says Fingerman. "In fact, they're not. They're going to have a more mature, more emotionally meaningful and deeper relationship with them to look forward to." (p.9)

Other psychologists' research reveals another unexpected benefit of the empty-nest period: a renewal of ties with other family members. "The research is very caught up in the parent/child relationship and the marital relationship, but there are a lot of other important relationships," says Victoria Bedford, PhD, an associate professor in the School for Psychological Sciences and the Center for Aging and Community at the University of Indianapolis. "This is not to say that the parent/child relationship and the marital relationship aren't important; they're just not the whole picture." (p.10)

To fill that gap, Bedford studies the empty nest's impact on parents' relationships with their own siblings. In ongoing research on a group of 66 parents who were between the ages of 30 and 69 when Bedford started following them 16 years ago, first published in 1989 in the *International Journal of Aging and Human Development* (Vol. 28, No.1), she has found that children leaving home allow parents to come together again with their siblings. (p.11)

### **Fathers' feelings**

Helen M. DeVries, PhD, is one of the psychologists who started researching the empty nest when her own experience didn't conform to societal expectations. (p.12)

"Everything said the empty nest is supposed to be this terrible loss and terrible transition for women," says DeVries, an associate professor of psychology at Wheaton College in Wheaton, Ill. "I started wondering if I was just unusual and my friends were all unusual because we just weren't seeing our children leaving home as a terrible thing." (p.13)

According to DeVries's research, it is actually men who are more likely to have a hard time when their children leave home. (p.14)



In an as-yet-unpublished study of 147 mothers and 114 fathers with a child graduating from high school, DeVries found that mothers and fathers anticipate and experience their children's departures very differently. Although many of the women had been the traditional, stay-at-home mothers once thought to be most prone to the empty-nest syndrome, DeVries found that in reality they were looking forward to their children leaving home. They had started planning and preparing for the next stage, whether that meant going back to school, going to work or exploring new interests. (p.15)

In contrast, the men in DeVries' sample didn't talk at all about preparing for the change, were less likely to view their children leaving home as a major transition and were less prepared for the emotional component of the transition. As a result, fathers were more likely to express regrets over lost opportunities to be involved in their children's lives before they left home. (p.16)

Of course, says, DeVries, all bets are off when the children fail to make a successful transition. One woman in her sample had a child who wasn't doing well; as a result, she felt reluctance about pursuing her own goals, guilt about her performance as a mother and a nagging sense of responsibility. Although DeVries is still codifying the qualitative data she has collected, she suspected that parents' ability to enjoy their empty nests is linked to children's successful negotiation of the transition. (p.17)

### **The refilled nest**

For some midlife parents, the empty nest isn't an issue simply because the nest hasn't really emptied. For instance, Linda L. Bips, EdD, an assistant professor of psychology and the former director of counselling at Muhlenberg College in Allentown, Pa., has seen a huge increase in parental involvement in college students' lives. (p.18)

"I went to college in the 1960s, when our parents just dropped us off, said goodbye and said they'd see us at Thanksgiving," says Bips, who recently self-publish a book called "Parenting College Freshmen: Consulting for Adulthood," available from her at [LluBips@aol.com](mailto:LluBips@aol.com). "Parents are much more involved with their children now." At Muhlenberg, she reports, an ever-increasing number of parents are attending their children's plays and sporting events, becoming part of the parents' association and finding other ways to continue their involvement in their children's lives. (p.19)

This involvement in children's lives doesn't end after graduation either. Empty nests are now refilling in record numbers as adult children return home after college or even after their first post-college jobs. According to the 2000 census, almost four million young adults between 25 and 34 years old now live with their parents—possibly the result of a tough job market, delayed marriage, high housing costs and other factors. In any case, says Bips, "It's not an empty nest anymore." (p.20)

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## ***Cloning Isn't the Big Issue***

Gregory Stock

Media interest in cloning is a sideshow. Although—for now—it is too dangerous for human use, it probably will not remain so. Within the decade someone will likely clone a baby, but so what? The procedure will almost certainly remain an expensive, niche technology appealing to a tiny minority of the population. The birth of a delayed identical twin may seem strange and a bit unnerving but it will hardly shake the foundations of society. The same goes for other sensational possibilities such as same-sex couples conceiving offspring. Not so with genetic manipulation and selection; they are the vanguard of conscious human design and will have major consequences. (p.1)

We must remember, though, that we have taken other big changes in human reproduction in our stride. When modern birth control rendered baby making a matter of choice, it profoundly affected us, bringing shrinking, ageing populations to Italy, Germany, and other countries. How ironic that the potential cloning of a single child can now evoke such strong outcries, while we barely acknowledge the far more radical reproductive experiment taking place called family planning. (p.2)

In vitro fertilisation is essentially the externalisation of human reproduction and is an extraordinary important, but it too is relatively uncontroversial, perhaps because there is no country where it yet accounts for more than 1 in 100 births. Despite two decades of refinement, IVF is still too expensive and extremely unpleasant for couples not afflicted by infertility to use. (p.3)

This situation could soon change, however, which is critical to the future of human reproduction, because IVF will be the foundation for the technologies poised to shape the genetics of future children. It is easy for journalists to conjure up visions of shopping for designer babies, but such possibilities cannot figure prominently in our future until IVF improves significantly or until their potential benefits are so seductive that would-be parents see the limitations of current IVF as a small price to pay. (p.4)

### **Choosing our children' genes**

In vitro fertilisation may indeed be transformed from an infertility treatment into a mainstay of general human reproduction by the development of IVF techniques to use eggs harvested while still immature. This would enable a woman to avoid the hormonal treatments now used to stimulate her ovaries to produce the ten or so follicles typically required for IVF success. (p.5)

A young woman of the future could go to her gynaecologist, extract thousands of eggs through a simple ovarian biopsy and freeze and bank them. Later, the eggs could be thawed and matured in a laboratory, fertilised with her partner's sperm and implanted into her womb. (p.6)

Given the state of current research in this realm, such a scenario could be feasible within a couple of decades and would transform human reproduction. It would not only allow women to control the timing of their pregnancies and guard against the reduced fertility that plagues them as they move into their late thirties. It would also create an easy way to screen and manipulate the genetics of future children. (p.7)

When parents can make conscious choices about their children's character and temperament, and even weigh possibilities of human enhancement, human reproduction will have fundamentally shifted. But speaking about people one day giving their kids genes to enhance intelligence, beauty, healthy, or athletic ability is one thing; actually doing it is another. Such interventions will require selecting multiple genes in human embryos, and perhaps even modifying them. (p.8)

### **A technology that cannot be banned**

Genetic selection of embryos already occurs today, at a rudimentary level. Pre-implantation genetic diagnosis (PGD)—where a single cell of an embryo conceived during IVF is removed and genetically tested before the parents decide whether to implant or discard the embryo—is commonplace. Since the procedure's arrival in Britain in 1991, it has been used by thousands of couples at high risk of bearing a child with cystic fibrosis or other genetic diseases. (p.9)

Current PGD is not sophisticated enough to look for more than a handful of well-characterised illnesses, so it is hardly enough to inspire most couples to use the technology. Much more will soon be possible. As researchers uncover the associations between constellations of gene variants and various human attributes, the steps from screening for diseases, to screening for vulnerabilities to conditions such as manic depression, to seeking genetic predispositions for personality traits and temperaments we like or think will give our child advantages may be rapid. (p.10)

Some maintain that our genomes will prove too complex for this, but it is much more likely that although some of the relationships between our genes and who we are will be too complicated to fathom, others will merely be difficult, and still others will be quite simple. After all, changing a single fruit fly gene can double the insect's life expectancy, a very complex biological attribute. (p.11)

Such parental choices are far from traditional medicine and many people will try to block them, but international polls have shown that a larger fraction of the population are quite willing to use such technology for enhancement. The numbers vary from a low of 24% in Japan to a high of about 80% in Thailand. Procedures like advanced embryo selection will soon be feasible in thousands of laboratories throughout the world and nearly impossible to regulate. Bans will not stop them and will merely drive them underground, move them elsewhere, and reserve them for the affluent who can afford to travel to permissive climates or otherwise circumvent such restrictions. (p.12)

## **The path to direct manipulation of human embryos**

Embryo selection may have significant impacts on our population during coming decades. Direct manipulation of an embryo's genes will ultimately prove even more powerful. (p.13)

Germline engineering—the name for such manipulation—is routinely done on laboratory animals today, but the technique is usually dismissed as too dangerous and morally problematic for human use. Critics often think in terms of existing technology, however, rather than the more sophisticated types of embryo manipulation likely to be feasible a few decades hence. Such possibilities will not depend on research specifically directed towards human germline manipulation either; it will be a spinoff of mainstream biomedical research virtually everyone supports. As we unravel the workings of human biology and genetics, we will be unable to restrict the knowledge to traditional medical uses. (p.14)

One possible way of manipulating an embryo's genetics will be to use artificial chromosomes as an inert platform for modules of genes and their control elements. Adding artificial chromosomes to an embryo may sound like wild science fiction, but these structures already exist and may be safe and reliable within a few decades. In deed, researchers have already passed rudimentary artificial chromosomes from generation to generation in mice, and maintained them in human tissue culture cells for a hundred divisions. (p.15)

## **No more age of consensus**

Debate about the ethical implications of germline technology usually occurs without any reference to the specifics of the technology itself, but this is a mistake. The two realms are intimately linked. (p.16)

A common criticism of human germline manipulation, for instance, is that the procedure would be too dangerous because it would alter all subsequent generations. Researchers have already created mouse artificial chromosomes programmed not to pass to the next generation. Within such a trick, modifications to an embryo would never unintentionally pass to distant future humans. Another technical device used by geneticists keeps inserted mouse genes switched off until activated by an external chemical signal the researchers supply. Such technology could allow future children to decide whether to turn on genetic modules they received as embryos—a sort of retroactive consent for them. (p.17)

As the sophistication of germline technology grows, the nature of the ethical debate is bound to shift, but we need to give up the idea of reaching consensus in this area. It won't happen. The issues touch us too deeply. Some will see these possibilities as the invasion of the inhuman and fight them with all their strength; others will see them as the flowering of human possibility and embrace them with open arms. It will take all our wisdom and tolerance to navigate these coming developments, but the question is almost certainly not whether human reproduction is going to shift

dramatically in the new few generations, but rather how it will, what choices will confront us, and who will be making the decisions. (p.18)

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From: [http://www.bbc.co.uk/science/genes/future\\_human/reproduction/page6.html](http://www.bbc.co.uk/science/genes/future_human/reproduction/page6.html).

## ***Get Out and Play!***

Like the rest of Americans, school-age children are becoming overweight at an alarming rate. But innovative health experts and gym teachers are introducing kids to the benefits—and joys—of exercise through sports and games

By Tim Layden

The kids got up long before sunrise and went to school early because some grown-ups had offered them a chance to play. The grown-ups rose in darkness because they had an opportunity to use sports and games to fight, in a small way, the obesity that is rampant among young Americans. The kids and the grown-ups arrived at Parker Memorial, a public school for third- and fourth-graders in Tolland, Conn., just as the early autumn fog was lifting off the nearby green hills. The students tossed their backpacks and jackets onto a table and stormed into the small gymnasium. The adults tightened the laces on their sneakers and cued up a boom box. This sweet convergence of problem and solution was born last winter when Jaci VanHeest, an associate professor of kinesiology at the University of Connecticut's Neag School of Education, was referred to Parker Memorial by representatives of a state health district that had received a small federal grant. "[Parker officials] felt that a lot of children were at risk for overweight regulation for nearly two decades. 'I asked them what they wanted. They said, 'We're not sure. What can you provide?' So we created a program that I had been thinking about for 15 years: Paw pals.' The name is derived from UConn's Husky mascot, and the concept is as simple as a game of tag. VanHeest and five of her master's and doctoral students "gave the kids exactly what does not exist today: free play," she says. "We did whatever they wanted to do, and we played with them." (p.1)

The most delicate task was inviting students who were overweight or at risk of becoming so. "That was some letter to write," says VanHeest. "A lot of people were convinced we were ostracizing chubby kids." The program was made cool by its exclusivity—56 students were invited, but only the first 20 to sign up were accepted—and by the addition of a half-dozen popular kids of normal weight, some of them good athletes and all generous and mature. (p.2)

On the first day of paw Pals, last March 9, sceptical parents stood outside peering through the open gym doors. Children lined up against the wall, appearing terrified of the unfamiliar adults in their school. (Their gym teacher was not directly involved in the program because VanHeest didn't want the kids to think they were being forced into remedial phys ed at age nine). VanHeest asked them what they wanted to paly. (p.3)

"Superman tag," said one pupil, breaking the silence. So they played Superman tag. They played an approximation of Harry Potter's sport, Quidditch, minus the flying brooms. For one hour every morning before school, through the end of May, the children played games that they themselves suggested. And something extraordinary happened: They discovered that they loved exercising. "My daughter couldn't wait to get up every morning and go to school," says Wendy Dunham, whose child,

Mackenzie, was then in third grade. No statistics were kept, but parents reported to VanHeest that their children were losing weight. Teachers said the kids were more alert in the classroom. (p.4)

The children finished every session by huddling in the middle of the floor, joining hands—like a team before a game—and shouting, “One, two, three...Paw Pals!” On the last day UConn’s mascot, Jonathan the Husky, participated in the play activities. In the hallway outside the gym other Parker students awaited their chance to shake hands with the Big Dog. (p.5)

The program was resumed in late September, and this time it runs throughout the school year and weight statistics are being kept. (The program will remain limited to roughly 25 students, including the half-dozen normal-weight kids.) VanHeest acted as announcer for relay races on four-wheeled plastic scooters, and the children yelped deliriously. Instead of Superman tag, this time they played octopus tag. When the session was finished at 8:30 a.m., as sunlight streamed through the high windows on the gym walls, Jacqueline David, a nine-year-old fourth-grader returning to Paw Pals for a second year, stood in the middle of the floor, smiling as if it were Christmas and sweating like Mia Hamm after a breakaway run. “It’s morning,” she said. “Normally you wouldn’t invite all your friends over to play a game of tag right now, but we come here every morning. It’s fun.” (p.6)

Sure, it’s fun to play. Back in the day, my friends and I inn White-hall, N.Y., never stopped playing. Tackle football on the sloping lawn of the coat factory off Kirtland Street. Two-hand touch under the lights in the new Grand Union parking lot after closing time. Basketball on the three half courts outside the old high school or the full court at the playground over on the other side of the barge canal. Exercise? I had to ride my bike a couple of miles just to get to either of those places. It was that or stay home and play in my driveway, channelling Walt Frazier or Pete Maravich. On summer nights there was kickball in the middle of the well-lit street, or hide-and-seek in the darkness. Home was just a place to eat and sleep. In the house for dinner and back out again. Never stopped sweating. Nobody told me I was working out. It just happened. It happened to all of us. (p.7)

So it was that sports and games inoculated kids against sloth for most of the 20<sup>th</sup> century. Play was organized not by university scholars—or by overzealous parents living vicariously through their offspring—but by the children themselves, simply because it was fun and because (let’s be frank) there was little else to do with idle time. “Nobody worked at being active; you *had* to be active,” says James O. Hill, professor of pediatrics and medicine at the University of Colorado at Denver’s Health Sciences Center. Kids were healthy and fit almost by habit. (p.8)

Now they are not playing, and many of them are not healthy. “Obesity is soon going to overwhelm all other health issues in this country,” says paediatrician Tom Robinson, director of the Center for Healthy Weight at Lucile Packard Children’s Hospital at Stanford University. (p.9)

According to a survey by the Centers for Disease Control and Prevention (*box, page 88*), an estimated 15% of children ages six to 19 were overweight in 2000, when the report was completed. (The CDC does not apply the term obese to children. It defines overweight as at or above the 95<sup>th</sup> percentile in the Body Mass Index [a height, weight and, in children, age correlation], which corresponds to the definition of obese in adults.) The percentage of children who were overweight more than tripled from 1974 to 2000 in the six-to-11 age group and more than doubled among 12-to-19-year-olds. As a result, type 2 diabetes, once a disease of the middle-aged and elderly, is increasingly found in kids. (p.10)

In this changing culture children who once were viewed as fat—and teased about it—are now considered ordinary, their self-esteem boosted by what have come to be called “fat role models” such as Queen Latifah, Rosie O’Donnell and John Goodman (not to mention any NFL offensive lineman). Acceptance only fuels the epidemic. Overweight children are more likely than their healthy peers to become obese adults, begetting further generations of overweight citizens. “Where do we wind up at the end of this road?” asks William Dietz, the CDC’s director of nutrition and physical activity. “With a population that is medically handicapped and with a bankrupt health-care system. The cost is enormous.” (p.11)

The reasons for this crisis are numerous (*box, below*), but solutions are as handy as the nearest organization devoted to weight loss, healthy eating or exercise. What seemingly cannot be overcome is Americans’ denial of their corpulence. (The CDC estimated in 2000 that 64.5% of U.S. adults were overweight and 30.9% were obese.) Two years ago the nonprofit Institute of Medicine, based in Washington, D.C., impaneled 19 specialists in a wide range of disciplines and asked them to come up with a plan to win the fight against obesity. On Sept. 30 the panel issued a report asking for what Robinson, a panellist, described as “nothing less than a revolution” in society, with sweeping changes in diet and exercise, and an emphasis on prevention, not treatment. (p.12)

The cause of obesity is simple: “An imbalance of energy intake over energy expenditure,” says Steven L. Gortmaker, professor of society, human development and health at the Harvard School of Public Health. “Eating versus activity.” The last 30 years have seen explosive changes in both areas. (p.13)

## **Eating**

The fast-food industry, which was born in the 1950s, took off in the ’70s and was supersized and invited into schools in the ’80s and ’90s. As a result Kristie Andres, a physical-education instructor in Fairhope, Ala., sees students arriving at her elementary school with paper sacks containing fast-food breakfasts. “They’ve already been to Hardee’s, and they’ve got their sausage biscuit and a Coke,” says Andres. “And by the afternoon they’re talking about going to KFC after school.” Four years ago Andres had a student who weighed 185 pounds at the start of third grade, and one day they boy was so short of breath during moderate exercise that she thought he was having a heart attack. (p.14)



While VanHeest was organizing her program for Parker Memorial, she came across two 10-year-olds whose parents had already placed them on the Atkins Diet. (p.15)

### Activity

Over the last half century, technology—first television, then video games and finally the Internet—has lured children indoors. In two-income and single-parent homes, these electronic devices are virtual babysitters, and their overuse is, according to study after study, an accurate predictor of obesity in children. The CDC has recommended 60 minutes a day of exercise for school-age children. Many of them spend for more time in front of the TV or the computer. (p.16)

Residents of suburbs rely on cars for nearly all their transportation, and parents stymie what little wanderlust their children might feel out of fear of abduction by unseen pedophiles. “There is a much greater chance that your child is going to be dangerously overweight from staying inside than that he is going to be abducted,” says James Sallis, a professor of psychology at San Diego State and cocreator of a phys-ed program used in hundreds of schools across the nation. “Yet the fear of abduction looms large in people’s imaginations.” (p.17)

“One of the worst things that happened was the milk-carton campaign,” says Dietz, of the effort to locate missing children by posting their photos on the sides of cartons. “It made people feel that if their children were outside, they would be abducted—when, in fact, most abductions are family-related. It contributed to the notion that it’s dangerous for children to be outside.” That’s one of the reasons, says Robert Putnam, professor of public policy at Harvard and author of *Bowling Alone*, a 2000 best seller that examined the increasing disconnectedness of Americans, that “our kids are growing up isolated in front of glowing screens.” (p.18)

These changes have driven children away from exercise, and we’re left with a bunch of overweight kids. Specialists on obesity suspect that the epidemic will worsen before it improves. If it improves. “What do I think is going to happen?” asks Colorado’s Hill. “I am afraid that [society] probably is not going to deal with this properly. Our kids will be obese and, by the age of 12, on five drugs to manage their diabetes and high blood pressure and high cholesterol. The most likely scenario is that anyone who is not genetically protected will become obese, and we will just accept that we’re an obese society. It depresses me to think about it in those terms.” (p.19)

AMERICANS LOVE sports, but mostly from their seats. “We’re not a nation that plays sports,” says Hill. “We’re a nation that watches.” Sports have too long been neglected as a means of promoting our children’s health, but they can re-establish a beachhead in kids’ lives on three levels—if inherent problems in each area can be overcome. (p.20)

## Free Play

Another CDC survey, published in 2003, found that 22.6% of children ages nine to 13 do not engage in any “free-time physical activity.” Even when children report that they have been active, Gortmaker wonders how active. “We had kids fill out diaries and also wear accelerometers [to measure movement],” he says. “What happens is that a kid reports that he was playing basketball, yet the accelerometer shows very little activity. Well, he was probably standing around on a basketball court, talking with his friends.” (p.21)

Given kids’ ready access to technology (and the harried lives of their parents), it’s highly unlikely that they will, of their own accord, return to afternoons filled with free play. “Free it”, says Dietz, “video games are more exciting and more stimulating than running around the neighbourhood.” (p.22)

*Solution:* Parents must push their children out the door, and communities must encourage—and fund—the creation of before-and after-school programs similar to Paw pals. We can’t expect overburdened schools to solve all of the nation’s child health problems. It’s encouraging news that the health-club industry has begun courting young members. (p.23)

## Physical-educational classes

Once a staple of school life, daily gym class is becoming obsolete. A ACDC survey released in mid-September verified widely held suspicions that daily gym class participation among high school students has not increased significantly since it fell dramatically from 41.6% in 1991 to 25.4% in ’95. By 2003 the figure had risen only to 28.4%. Just one state, Illinois, has mandatory daily phys ed for all students in grades K-12. (p.24)

What has robbed children of their gym time? The culprit most often identified by teachers and school administrators is an emphasis on improving standardized-test scores—even more so since the enactment of the federal No Child Left Behind program in January 2002. The program challenged schools to “achieve academic proficiency” largely by raising scores in the math and reading tests. “P.E. was always a very low priority for schools throughout my teaching career,” says Peter Saccone, who taught fifth grade in EL Cajon, Calif., for 23 years before retiring in June ’03. “At the elementary level I found it was basically discouraged. They wanted test scores. Period.” Time that might have been given to physical education, teachers say, has in many cases been shifted to test preparation. (p.25)

What’s more, too few phys-ed programs have made the transition from old school forms of exercise to new-age. Traditional team sports such as football and basketball don’t appeal to all students and, more significantly, don’t teach fitness-building skills that students can readily carry into adulthood. “Face it,” says VanHeest, “to play football you need 10 friends.” (p.26)

*Solution:* Legislation mandating minimum phys-ed requirements for public schools, and curriculums created by innovative professionals who make the best of the time they are given (*box, page 82*). Sallis says, “There is no excuse for P.E. mal-practice.” Other studies, and vast anecdotal evidence, suggest that children who exercise regularly do better in the classroom. (p.27)

There is no government-mandated national minimum for phys-ed activity or performance—except the old President’s Physical Fitness Program, which test students in, for example, the mile run, push-ups, sit-ups and sit-and-reach. Says Russell Pate, professor of exercise science at South Carolina, “We have to think in terms of policies at the community and full-population level.” (p.28)

### **Youth sports programs**

For at least the last two decades, a child’s first exposure to sports participation has been through organized leagues for baseball, basketball, football, hockey and, in recent years, soccer, rather than neighbourhood games that once dominated the landscape. However, these leagues seldom provide adequate exercise for players. Driving around northern Connecticut and watching youth soccer practices, UConn’s VanHeest has seen children standing in line, waiting to kick a ball, only to return to the end of the line, where they wait several minutes for another kick. “At the end of an hour,” says VanHeest, “the kid has been active for 15 or 20 minutes at most.” (p.29)

Kids who stay involved in sports for several years find themselves climbing a steep pyramid. While some communities, primarily in affluent suburbs, operate extensive recreational or “house” programs for all children willing to pay an entry fee, far more programs are geared toward building competitive travel teams through tryouts that cut less talented players. It is the American way, and it often leaves those youths most in need of exercise with few or no organized options, especially in low-income communities. “Nobody is worried about the quarterback, the shortstop, the soccer star,” says Jim Pivarnik, professor of kinesiology at Michigan State. “It’s the ones who don’t have the skill to play those games as they get older who will be a health burden later in life.” (p.30)

*Solution:* Communities, rec departments and independent youth sports leagues need to create or retain broad-based, participatory teams even as they form high-powered squads for gifted athletes. Children consistently tell adults that they don’t want to hang up their cleats, skates or sneakers simply because they aren’t good enough for elite teams. “Kids as young as eight or nine are telling us that they don’t want to compete at a higher level,” says pediatrician Robinson, “but they get very excited about having a soccer program that wouldn’t be as high-powered.” (p.31)

It would also be helpful if programs leaned toward individual sports such as running and swimming, in which kids can compete against their own best times rather than for spots on elite teams. (p.32)

THE CHALLENGE seems nearly insurmountable, yet every day people swim against the surging wave of obesity. In the fall of 1980 Saccone, then 37, walked into his first fifth-grade classroom at Meridian Elementary in EL Cajon, which is near San Diego. In a strange and vaguely intimidating turn near the middle of his life, Saccone had moved west from Connecticut and undertaken a new career. He was responsible not only for teaching a room of more than 30 10-year-olds but also for giving them a daily dose of unspecified physical education. "By state law I had to teach P.E.," Saccone says. "They told me the minimum was 20 minutes a day. I was naive. I believed I was supposed to do what I was told. Little did I know that virtually no P.E. was being given other teachers." (p.33)

Like many other Americans caught up in the waffle-soled frenzy of the early '80s, Saccone was a runner. So he thought, Maybe I'll run with the kids a bit, to get me through a few weeks, and then I'll think of something else in school, Saccone and his students ran the one-third-mile perimeter of the school grounds for 50 minutes. His first class named the activity It's Funner to Be a Runner, and the title stuck. (p.34)

"Kids in my class who had never had any success with sports—kids who were uncoordinated, kids who were heavy, kids who were little—found that they could put one foot in front of the other," says Saccone. "And boy, you talk about health. You could tell which kids were in my class." After the hour outside every morning, the children went inside and wrote in a journal. It was usually about running, but it was still writing. They kept lap charts and incorporated them into their math lessons. (p.35)

"You'd be amazed at how far the kids came along every year," says Saccone. "Sure, I was a runner myself, but *anybody* could get the kids running, or even just walking." (p.36)

For Crystal Gorwitz, 47, a middle school physical-education teacher in Hortonville, Wis., the goal was to expose students to a broad range of new exercise options. In 2001 she joined with her district's high school P.E. teacher, Marcia Schmidt, and their elementary school counterpart, Cheryl Richardson, to request a \$250,000 federal grant to revamp the district's P.E. program. (They would receive \$233,000.) "We're dedicated teachers," says Gorwitz. "We wanted to change what we do, and we didn't have any money [from the district]. So we types out a 25-page single-spaced application on our laptops and won the grant." (p.37)

Gorwitz wrote an innovative curriculum that included not only traditional units in football, soccer and softball but also units in mountain biking, backpacking, in-line skating, cross-country skiing and snowshoeing. Students wear pedometers every day and heart-rate monitors once a week. "Kids won't go out and play without a push," says Gorwitz. "We tried to give them more opinions." (p.38)

Last winter one of her fifth-graders asked his parents to give him snowshoes for Christmas. It was the type of small victory that warms an educator's heart. In the high school Schmidt has had success with an aerobics program for girls that has been

copied elsewhere, sometimes including dance. (“I’ve yet to find any physical activity that is as motivating for girls as dance is,” says Robinson.) (p.39)

Phys-ed classes at Hortonville Middle School meet for 45 minutes every other day. Gorwitz wishes it were more often, but she and her colleagues are pushing on with alternative plans. They wrote another grant request, this one for \$900,000, which was denied. “If we had gotten that,” Gorwitz says, “we would have built a fitness center in the school, with treadmills and weights.” (p.40)

CREATIVITY AND DRIVE in this area are not limited to teachers. Ron Green grew up in a housing project in Tupelo, Miss., and played minor league baseball until he left the game in 1999, at age 28. He went back home to help kids and found that his old neighbourhood, Haven Acres, was overrun by gangs and drugs. “Every day was a crime wave,” Green says. He went to work for the Boys and Girls Clubs of North Mississippi, and when he became director of operations he made sports and physical activity the top priority. (p.41)

“I could not believe the number of kids who didn’t play anything at all,” says Green. “We’ve tried to change that. We start our summer programs every day with exercise. We put little kids in games of red light-green light. We have the older kids play gateway mix-up, which is like musical chairs, but it also teaches you the names of gateway drugs [drugs that lead to more dangerous ones] and makes you move. We try to be creative. If a kid doesn’t want to compete in the usual way, we encourage him to compete against himself, against his own times or skills.” (p.42)

Green, who is now chief professional officer for the Boys and Girls Clubs of Northwest Tennessee, helped start a club in the middle of Haven Acres. On the day in May 2003 that its doors opened, 280 kids rushed inside—to play. (p.43)

In the same spirit, on a September morning in northern Connecticut, children blasted out of their gymnasium, energized by an hour of Paw Pals. They snatched their gear and barrelled down the hallway toward their classrooms, one day fitter than before. In their slipstream they left a simple message: It can be done. (p.44)

From *Sport Illustrated*, November 15, 2004

## **Appendix 22**

### **First-Cycle Version of Reading Texts: Units One, Three and Six**

## Movie Makers at Crossroads

*Director Zhang Yimou scores at the box office, but gets slammed by critics*  
By Tang Yuankai

When Hong Kong movie director, Zhu Yanping, finished watching Zhang Yimou's new 2004 movie *House of Flying Daggers*, he commented without reservation, "Zhang Yimou's artistic life is dead". (p.1)

Though the movie is well made and beautifully shot, it no longer represents Zhang's art, Zhu concluded. "Any other director could also make a movie as good as this one, if they were given a budget as big as Zhang's". (p.2)

China's movie industry has been in a state of depression for many years. Good movies were mainly in the art genre, and were usually rewarded with a slew of reviews, but poor box office takings. It is obvious that art movies were not popular among Chinese audiences. Because of this, some directors, like Zhang Yimou, are now looking at ways of developing the commercial movie industry to make money, but their new approach has not been well received. (p.3)

Since Zhang Yimou's name became well known in the 1990s, he was considered a pioneer cinematographer who set trends for movie-makers in China. In 2002, Zhang started to shift his research focus from pure art movies to commercial films. Today, he has succeeded as a commercial movie director, but failed in his more creative art movie pursuits. (p.4)

"We all see that domestic movies are not profitable," said Zhang Weiping,

producer of *House of Flying Daggers*, who pointed out he was also trying to rescue the Chinese movie industry while seeking to make money from his productions. Chinese movies used to attract an annual audience of almost 30 billion in the early 1980s, yet now the nation's annual box office income has dropped to less than 800 million yuan (\$97 million) from 2 billion yuan (\$241.55 million) a few years ago. (p.5)

Zhang Yimou's new movie is changing all that. Since the first day that *House of Flying Daggers* was screened, the movie faced the sharpest comments in China's movie history. But it's making money. Box office tills rang up 150.3 million yuan (\$18.2 million) after 18 days screening, exceeding the total of two big Hollywood movies being screened at the same time, *The Day After Tomorrow* and *Troy*. (p.6)

"Our goal is to win back our movie market during the summer vacation, which had been occupied by foreign movies," said Zhang Weiping. He is the producer who remolded Zhang Yimou and pointed the director in the direction of big commercial undertakings. They have known each other for 16 years, and Zhang Weiping has invested in all Zhang Yimou's movies since 1996. (p.7)

Zhang Weiping used to be a pharmacist, before investing in real estate, and now still owns a company selling food to airliners and medicine. But it is the title of Board Chairman of New Picture Film Co. Ltd. that he enjoys the most. (p.8)

In 1995, he lost over 10 million yuan (\$1.2 million) after financing one of

Zhang Yimou's movies. The reason is he didn't realize a movie needed to be marketed before it could make money. (p.9)

Normally, businesspeople would stop investing after they lose money. However, Zhang Weiping used his funds from a real estate project and invested another 20 million yuan (\$2.42 million) in Zhang Yimou's following two movies, *No One Missing* and *The Road Home*. "I would support Zhang Yimou, no matter how high the risk was. The reason was I believed that he was going to become a successful movie maker," explained Zhang Weiping. (p.10)

Before the two Zhangs came on the scene, no one in China realized that the movie industry could also be operated as a business. Together they rewrote box office history and began to make money. At the end of 2002, the two Zhangs joined forces to make *Hero*, a kungfu movie about the first emperor of China. The movie broke box office records for a domestic production. After only one week, its box office takings surpassed the 100-million-yuan (\$12.8 million) mark and within three months, it had grossed 243 million yuan (\$30 million), nearly a quarter of the total box office income in China that year. Since then, Zhang Weiping's movie company has been profitable and a new trend of movie producing, marketing and promotion, in accordance with China's national situation, has taken off. (p.11)

One month before *House of Flying Daggers* was screened, many of the cinema chains in China received a schedule agreement on sponsoring the movie's global premiere. The

agreement said that if cinema chains wanted to set up a branch premiere, the precondition would be that they must pay an authorization fee of 500,000 yuan (\$60,400). "The money was used for renting big screens. The ceremony would be broadcast live by 165 radios in the country, and another 150 TV stations would rebroadcast the edited ceremony programs later," explained Zhang Weiping. After the money was received, his company would install giant screens at branch premiere locations, transfer signals of the ceremony by satellite and authorize the sponsoring cinema chains to assist with advertising. (p.12)

According to Yu Yuxi, General Manager of New Picture, the company spent a lot of money on promoting *House of Flying Daggers*, much more than the expense on the premiere ceremony of *Hero*. "In this business, we only need to guarantee that no VCD or DVD production of *House of Flying Daggers* appeared on the market until two months' later, which supported our cinema chains the most." (p.13)

Zhang Weiping's movie company assured DVD production companies that the copyright of the movie was worth buying. People were curious at what price the copyright of the movie could be sold. Some were afraid that the price might be too high to afford and that they could not make much profit from the DVD or VCD version of the movie. "Because of our successful promotion, the movie became famous. So, anyone who got the audio and video copyright would get a wonderful business opportunity," pointed out Yu. He said many people were waiting for DVD productions,



because movie audience space was limited. (p.14)

According to Professor Huang Shichang of Beijing Film Academy, after Ang Lee's *Crouching Tiger, Hidden Dragon* won an Oscar and became a successful box office hit, Zhang Yimou realized that only kungfu movies can be commercially successful abroad. "To both the common western audience and the movie market, only kungfu movies can be easily accepted," Huang concluded. Before Zhang made kungfu movies, only professionals engaged in movie circles paid attention to Chinese movies, even though Zhang was frequently given awards for his former films. (p.15)

Zhang Weiping said that even though the media and audiences responded to his movies negatively, nobody could deny that they were a commercial success. (p.16)

Hot on the heels of *Hero*'s commercial global success, the prospects of *House of Flying Daggers* are looking good abroad. Sony has bought the copyright of this movie in North America, and is scheduled to screen it on December 10 this year. This is the first Chinese movie screened in North America during the Christmas season, a time when traditionally movies vie for the lucrative festive market. There is also talk of the movie having Oscar potential. All this will no doubt have a big influence on the Chinese movie industry. (p.17)

The movie has brought Zhang both the best and worst comments of his life. Many people said the movie doesn't deserve its success and the

kungfu scenes are not spectacular enough. Others complained the historical background is very vague, hence nobody can figure out which dynasty is depicted and the wooden actors play in scenes that do not follow a coherent story line. Though the movie defines itself as a tragic love story, few audiences were moved by the story. (p.18)

In Chinese movie circles, people believe that the commercial value and artistic value of a movie are always in conflict. Maybe Zhang Yimou wanted to invent a way of bringing together a commercial operation and creative cinema. Unfortunately, people say "yes" to the success of his commercial operation, but say "no" to his movie artistry, which is the most precious talent a movie director has. In short, profit should not be at the expense of artistry. (p.19)

In Zhang Yimou's two kungfu movies, *Hero* and *House of Flying Daggers*, he used the Chinese mainland's, Hong Kong's and Japan's most famous movie stars, such as Zhang Ziyi, Chen Daoming, Jet Li, Tony Leung, Maggie Cheung, Andy Lau and Takeshi Kaneshiro. This galaxy of stars was expected to attract a wider audience. Believing commercial movies told simple stories, Zhang focused more on moving the audience by both sight and sound. His painting experience and photographic background influenced the movies, especially visually, yet it is felt he wasted the acting techniques of the good actors and actresses at his disposal. (p.20)

Today, the domestic movie market is maturing, and dictates that all kinds of commercial operation in the movie

industry must respect the rules of the free market. If a movie itself is not good enough, no matter what commercial methods are used, the movie will not be welcomed, even if a “famous director” is at the helm.  
(p. 21)

Adapted From *Beijing Review*, September 2, 2004, p 34-35.

## Buddhism Thai Style

By Kenneth Champeon

To consider yourself part of an organized, well-established religion, you need not know much, or indeed anything, about its past, its prophets, or its precepts. Hundreds of millions of illiterate Hindus have never read the *Bhagavad Gita*; many Christians deny that Jesus was a Jew; many Muslims drink alcohol. **On the other hand/ Likewise/ As a result**, many of the 90 percent of Thais that are Buddhist know less about Buddhism, and are less Buddhist, than you or I. (p.1)

This is not to slight Thai Buddhists. Fish, as the philosopher Imre Lakatos said, are not experts at hydrodynamics. Fluency in English does not make you an English teacher. **Nevertheless/ Moreover/ Similarly**, an adherent to a religion may not understand its principles. Even the rare exception may set forth or explain these principles in a surface level, which misleads us as to the living faith: Rahula's "What the Buddha Taught" may not be What Buddhists Believe. (p.2)

Thais are Buddhists roughly to the same extent that so-called Christians are Christians. Both religions, over two millennia old, would be unrecognizable to early practitioners and bear contrasts to canonical texts. Both religions had to adopt and destroy elements of the religions of their converts. Middle Eastern Christianity is to European paganism what Indian Buddhism is to Southeast Asian animism. Most Thais are

Buddhist, and most Christians Christian, not by individual choice, but through historical accident and social conformity. (p.3)

**As a result/ Furthermore/ Yet**, Thai Buddhism is not pure, but a blend of at least three rather disparate systems of belief. One is Theravadan Buddhism: the belief that the Buddha was an enlightened man whose teachings provide a guide to worldly happiness and otherworldly advancement. Another is animism or superstition: the belief that spirits inhabit natural things, or that supernatural forces influence natural events. The last is "*Ramayanaism*": the belief in the legendary, divine or semi-divine characters populating the Hindu epic *Ramayana*. (p.4)

Many religions have two versions: one for the priesthood and one for the laity. Few Catholics understand St. Thomas Aquinas, but they can understand the Ten Commandments. Few Buddhists understand the Buddha's theory of "dependent origination", **so/ for/ but** they can understand-though they may not remember--the Eightfold Path. Catholics do not undertake the austerities of saints, and Buddhists generally do not meditate. For Buddhist monks, there are over 200 vows--for the laity, only five. (p.5)

The five vows of Thai Buddhism—don't lie, don't steal, don't commit adultery, don't kill living things, and don't get drunk—are similar to the Ten Commandments in that they provide a concise guide to ethical conduct. **Similarly/ But/ For this reason** while breaking a commandment is sinning, breaking a vow is more like

blundering. To emphasize their difference from the absolute “thou shalt not”s, the vows are phrased using the word “avoid”, as in “avoid drunkenness”—for your own health and happiness, not because drinking is absolutely immoral.  
(p.6)

Because the vows are more similar to recommendations than commandments, they are followed to widely varying degrees. A great many Thais eat meat and drink whisky. According to a recent *Time* poll, 58% of Thai men and 26% of Thai women have been unfaithful. Thais may not lie or steal so much, but their notions of truth and private property are slippery at times.  
(p.7)

**Nevertheless/ As a result/ In addition**, to violate the spirit of a vow has consequences because of the mechanisms of *kamma*—the *karma* of Sanskrit—and reincarnation. Kamma links one’s actions with one’s fortunes, either in this life or another. A murderer may come back as a dog in a future life, or he (or someone else beloved) may be murdered in this one. A virtuous woman may be a man in a next life, or be fortunate in this one, or both. The connections between actions and consequences are not set in stone, or fixed. But if you break a vow, you should expect to pay for it later.  
(p.8)

Because good deeds lead continuously to good fortunes, the Thais perform good deeds with the achievement of good fortunes in mind. This performance is called “making merit”. Merit can be made by something as small as informing someone that he has forgotten to turn

off his headlights, or by something as large as making a trip to an important temple. It is to the soul what regular exercise or an annual check-up is to the body. Or, put another way, every Thai has a sort of spiritual bank account. Doing bad things are withdrawals; making merit is a deposit. (p. 9)

Kamma and reincarnation come straight from the Buddha’s mouth. But like many other Buddhists, the Thais worship the Buddha in a way he would not have favored, that is, as if he were a god. They prostrate themselves before highly-prized Buddha images and often refer to the Buddha as “Lord”. But like Jesus, the Buddha is usually considered *et vir et deus* – a man who lived a life on Earth like any other, but whose godliness remains a subject of debate.  
(p.10)

**Likewise/ Hence/ Yet** for a nation identifying itself so completely with Buddhism, a mainly rational, analytical system of belief, Thailand retains a host of pre-Buddhism superstitions. Some are now effectively inseparable from Thai Buddhism itself. Christianity has its angels, the Eucharist, and even the Christmas tree—all “pagan” things that became a part of Christianity. **Moreover/ Consequently/ Likewise**, Thai Buddhism has spirit houses, ghosts, and different kinds of “old wives’ tales” aiming to explain the workings of the natural world. (p.11)

Spirit houses are shrines in the shapes of houses, populated by figurines. It is believed that the houses contain the spirit of the land on which they are built. Offerings of flowers, incense, candles, and food are placed on the house’s “front porch”, special

attention being given on prominent Thai religious holidays. Just about every Thai household or business has a spirit house nearby; even taxi cabs contain small versions on their dashboards. (p.12)

The spirit of the land is not the only one. Projecting from the eaves of many Thai-style buildings are two *gah-lae*, or wings, which are meant to ward-off evil spirits. Benevolent spirits, meanwhile, can enter homes and manipulate physical things. One such, called a “hungry ghost”, is sometimes used to explain otherwise inexplicably empty trays of food, and sometimes appears in human form. (p.13)

This admission of the supernatural also takes the form of ascribing physical events to nonphysical causes. Most Thai people believe that things they experience by themselves may reflect something happening elsewhere. If you sneeze, for example, it means that someone, somewhere, is talking about you. If you arrive at a gathering where people have been talking about you, you can expect to have a long life. If you dream of ghosts, good luck awaits you. On the darker side, if you mention a misfortune prior to its happening, e.g. “I hope I don’t crash my car”, the misfortune is more likely to occur. Thais also have a phrenology—like system of determining a person’s character based on the location of moles on his face. Facial hair, meanwhile, is a sign of dishonesty, which may go some way to explain the Thais’ widespread distrust of moustached Indians. (p.14)

Ironically, despite this distrust of Indians, the final component of Thai “Buddhism” is Hinduism. The Hindu epic Ramayana relates the struggle

against evil made by one Rama, a sort of warrior-god, embodiment of moral perfection; his devoted and longsuffering wife Sita; and a spirited and helpful monkey-god named Hanuman. The tale is arguably as important to Thailand as to South India, its place of origin. Every child learns it in school; its episodes are depicted in Thai classical dance, and on murals and in the statuary of Thai temples; and every king of Thailand—the last nine of whom are named Rama—commonly writes a new version of its events. (p. 15)

Thailand and its predecessor, the kingdom of Siam, have always had a reputation for being open to disparate beliefs and lifestyles, and for assimilating them peacefully into their own. Anyone disappointed to find that Thai Buddhism bears at times only a nominal similarity to the Buddha’s ideas must remember this. Just as Christian missionaries failed to convert Thais, so early Buddhist monks failed fully to make Thailand purely Buddhist. The Buddha continues to compete with the spirit of the land and Rama for dominance. Buddha images are erected alongside spirit houses within temples containing Hanuman. Thailand is probably over 90 percent Buddhist only because of a certain limiting set of checkboxes on a census form. The true religion defies easy classification and flouts dogmatism. It seems difficult to distinguish Thai Buddhism from other disparate kinds of beliefs as all of them are well blended. This is its virtue, and in part explains why the land of the Thai is so enviably peaceful. (p.16)

Adapted from [www.thingsasian.com/goto\\_article/article.1225.html](http://www.thingsasian.com/goto_article/article.1225.html) (5 April 2001)

## Get Out and Play!

Tim Layden

*Like the rest of Americans, school-age children are becoming overweight at an alarming rate. But innovative health experts and gym teachers are introducing kids to the benefits—and joys—of exercise through sports and games*

The kids got up long before sunrise and went to school early because some grown-ups had offered them a chance to play. The grown-ups rose in darkness because they had an opportunity to use sports and games to fight, in a small way, the obesity that is rampant among young Americans. The kids and the grown-ups arrived at Parker Memorial, a public school for third- and fourth-graders in Tolland, Conn., just as the early autumn fog was lifting off the nearby green hills. The students tossed their backpacks and jackets onto a table and stormed into the small gymnasium. The adults tightened the laces on their sneakers and set up a radio. This sweet convergence of problem and solution was born last winter when Jaci VanHeest, an associate professor of kinesiology at the University of Connecticut's Neag School of Education, was referred to Parker Memorial by representatives of a state health district that had received a small federal grant. "[Parker officials] felt that a lot of children were at risk for overweight and obesity," says VanHeest, 42, who has studied physiology and bodyweight regulation for nearly two decades. "I asked them what they wanted. They said, 'We're not sure. What can you provide?' So we created a program that I had been thinking about for 15 years: Paw Pals. The name is derived from UConn's Husky mascot, and the concept is as simple as a game of tag. VanHeest and five of her master's and doctoral students "gave the kids exactly what

does not exist today: free play," she says. "We did whatever they wanted to do, and we played with them." (p.1)

On the first day of Paw Pals, last March 9, skeptical parents stood outside peering through the open gym doors. Children lined up against the wall, appearing terrified of the unfamiliar adults in their school. (Their gym teacher was not directly involved in the program because VanHeest didn't want the kids to think they were being forced into remedial phys ed at age nine.) VanHeest asked them what they wanted to play. (p.2)

"Superman tag," said one pupil, breaking the silence. So they played Superman tag. They played an approximation of Harry Potter's sport, Quidditch, minus the flying brooms. For one hour every morning before school, through the end of May, the children played games that they themselves suggested. And something extraordinary happened: they discovered that they loved exercising. "My daughter couldn't wait to get up every morning and go to school," says Wendy Dunham, whose child, Mackenzie, was then in third grade. No statistics were kept, but parents reported to VanHeest that their children were losing weight. Teachers said the kids were more alert in the classroom. (p.3)

The program was resumed in late September, and this time it runs throughout the school year and weight statistics are being kept. (The program will remain limited to roughly 25 students, including the half-dozen normal-weight kids.) Instead of Superman tag, this time they played octopus tag. When the session was finished at 8:30 a.m., as sun-light streamed through the high windows on the gym walls, Jacqueline David, a nine-year-old fourth-grader returning

to Paw Pals for a second year, stood in the middle of the floor, smiling as if it were Christmas. "It's morning," she said. "Normally you wouldn't invite all your friends over to play a game of tag right now, but we come here every morning. It's fun." (p.4)

So it was that sports and games inoculated kids against becoming overweight for most of the 20<sup>th</sup> century. Play was organized not by university scholars—or by parents—but by the children themselves, simply because it was fun and because (let's be frank) there was little else to do in their free time. "Nobody worked at being active; you had to be active," says James O. Hill, professor of pediatrics and medicine at the University of Colorado at Denver's Health Sciences Center. Kids were healthy and fit almost by habit. (p.5)

Now they are not playing, and many of them are not healthy. "Obesity is soon going to overwhelm all other health issues in this country," says pediatrician Tom Robinson, director of the Center for Healthy Weight at Lucile Packard Children's Hospital at Stanford University. (p.6)

According to a survey by the Centers for Disease Control and Prevention, an estimated 15% of children ages six to 19 were overweight in 2000, when the report was completed. (The CDC does not apply the term *obese* to children. It defines *overweight* as at or above the 95<sup>th</sup> percentile in the Body Mass Index [a height, weight and, in children, age correlation], which corresponds to the definition of *obese* in adults.) The percentage of children who were overweight more than tripled from 1974 to 2000 in the six-to-11 age group and more than doubled among 12-to-19-year-olds. As a result, type 2 diabetes, once a disease of the middle-aged and elderly, is increasingly found in kids. (p.7)

In this changing culture children who once were viewed as fat—and teased about it—are now considered ordinary, their self-esteem boosted by what have come to be called "fat role models" such as some TV celebrities and athletics. Acceptance only fuels the epidemic. Overweight children are more likely than their healthy peers to become obese adults, begetting further generations of overweight citizens. "Where do we wind up at the end of this road?" asks William Dietz, the CDC's director of nutrition and physical activity. "With a population that is medically handicapped and with a bankrupt health-care system. The cost is enormous." (p.8)

The reasons for this crisis are numerous, but solutions are as useful as the nearest organization devoted to weight loss, healthy eating or exercise. What seemingly cannot be overcome is Americans' denial of their corpulence. (p.9)

The cause of obesity is simple: "An imbalance of energy intake over energy expenditure," says Steven L. Gortmaker, professor of society, human development and health at the Harvard School of Public Health. "Eating versus activity." The last 30 years have seen explosive changes in both areas. (p.10)

### Eating

The fast-food industry, which was born in the 1950s, took off in the '70s and was supersized and invited into schools in the '80s and '90s. As a result, Kristie Andres, a physical-education instructor in Fairhope, Ala., sees students arriving at her elementary school with paper sacks containing fast-food breakfasts like sausage, biscuit, and a Coke. Four years ago Andres had a student who weighed 185 pounds at the start of

third grade, and one day the boy was so short of breath during moderate exercise that she thought he was having a heart attack. (p.11)

### Activity

Over the last half century, technology—first television, then video games and finally the Internet—has lured children indoors. In two-income and single-parent homes, these electronic devices are virtual babysitters, and their overuse is, according to study after study, an accurate predictor of obesity in children. The CDC has recommended 60 minutes a day of exercise for school-age children. Many of them spend far more time in front of the TV or the computer. (p.12)

Residents of suburbs rely on cars for nearly all their transportation, and parents prevent their children from abduction by unseen pedophiles—adults who are sexually interested in children. “There is a much greater chance that your child is going to be dangerously overweight from staying inside than that he is going to be abducted,” says James Sallies, a professor of psychology at San Diego State and cocreator of a phys-ed program used in hundreds of schools across the nation. “Yet the fear of abduction looms large in people’s imaginations.” (p.13)

AMERICANS LOVE sports, but mostly from their seats. “We’re not a nation that plays sports,” says Colorado’s Hill. “We’re a nation that watches.” Sports have too long been neglected as a means of promoting our children’s health, but they can reestablish exercise in kids’ lives with free play. (p.14)

### Free play

Another CDC survey, published in 2003, found that 22.6% of children ages nine to 13 do not engage in any “free-time physical activity.” Even when children report that they have been active, Gortmaker wonders how active. “We had kids fill out diaries and also wear accelerometers [to measure movement],” he says. “What happens is that a kid reports that he was playing basketball, yet the accelerometer shows very little activity. Well, he was probably standing around on a basketball court, talking with his friends.” (p.15)

Given kids’ ready access to technology (and the harried lives of their parents), it’s highly unlikely that they will, of their own accord, return to afternoons filled with free play. “Face it,” says Dietz, “video games are more exciting and more stimulating than running around the neighborhood.” (p.16)

### Solution

Parents must push their children out the door, and communities must encourage—and fund—the creation of before-and after-school programs similar to Paw Pals. We can’t expect overburdened schools to solve all of the nation’s child health problems. It’s encouraging news that the health-club industry has begun courting young members. (p.17)

Now some professionals and educators who are concerned about obesity in children already started doing something about this. For example, Green, who is chief professional officer for the Boys and Girls Clubs of North-west Tennessee, helped start a club aiming to get kids to exercise through a number of games and activities. On the day in



May 2003 that its doors opened, 280  
kids rushed inside—to play. (p.18)

In the same spirit, on a September  
morning in northern Connecticut,  
children blasted out of their  
gymnasium, energized by an hour of  
Paw Pals. They snatched their gear  
and ran down the hallway toward their  
classrooms, one day fitter than before.  
In their slipstream they left a simple  
message: It can be done. (p.19)

Adapted from *Sport Illustrated*, November  
15, 2004

## **Appendix 23**

Two types of materials modification made to Units One,  
Three and Six

## Two types of modification made to Unit One: *Movie Makers at Crossroads*

Areas to be adapted	Text simplification	Procedural modification
<b>Text:</b> <i>Movie Makers at Crossroads</i>	1. The text was simplified through means of linguistic simplification, elaboration and abridging.	1. There was no text simplification, but Thai was used in the rubrics and explanation. 2. More difficult words were glossed and explained in Thai.
<b>Task 1:</b> Predicting What the Text will be about	1. The task purpose was added. 2. The teacher was instructed to highlight the importance of the 'predicting' task and to guide students to guess the meaning of keywords in the lead-in. 3. More tips relating to how to predict were added on the right side of the task 4. Relevant illustrations were added to help activate their prior knowledge.	1. The same as numbers 1, 2, 3 and 4 of the TS, but there was also the use of Thai in rubrics, explanation and instructions.
<b>Task 2:</b> Relating Background Knowledge to the Text Topic	1. The task was removed due to time constraints and overlaps between Task 1 and this one.	1. The same as the TS
<b>Task 3 and 3.1:</b> Guessing Meaning of Unknown Words from Context	1. Extra clues were added to task item 3.3. 2. Choices of words were provided in Task 3.1 (the number of choices were the same as the number of answers). 3. The definition of the words 'lucrative', 'mark' and 'dynasty' was provided in the footnote in English. 4. The teacher was instructed to model how to guess the meaning of unknown words and to complete the first few items as an example.	1. The same to numbers 1, 3 and 4, but there was also the use of Thai in rubrics, explanation, glossary and instructions. 2. Choices of words were not provided, but students were asked to discuss and answer the questions in Thai. The teacher was guided to help them put their ideas in English later.
<b>Task 4:</b> Skimming	1. The question section came before the text to provide students with purposes for reading. 2. The teacher was guided to model students as to how to skim the text. 3. Parts of the answers were provided.	1. The same as numbers 1, 2 and 3 of the TS, but there was the use of Thai in rubrics, explanation and instruction. 2. The students were asked to answer in Thai. The teacher was instructed to help them express their ideas in English.
<b>Task 5.1:</b> The Movie Director Biography's Diagram	1. Since paragraphs 8 to 10 were removed from the text, Task 5.1 was deleted.	1. The same as the TS
<b>Task 6:</b> Predicting	1. The teacher was instructed to highlight the importance of 'predicting' and encourage students to predict what the next paragraphs would be about.	1. The same as the TS

Areas to be adapted	Text simplification	Procedural modification
Reading Activity	<ol style="list-style-type: none"> <li>Students were asked to work in groups of four and each group would be responsible for different paragraphs.</li> <li>They were asked to read their assigned section and to identify the topic sentence and major supporting details in 15 minutes.</li> <li>They were asked to report what they had discussed to the whole class.</li> <li>The teacher was instructed to walk around the class to give help to students during small groups, if they asked for it.</li> <li>The teacher was instructed to spend 20 minutes guiding students through the main idea and providing feedback.</li> <li>The teacher was instructed to allow another five minutes for students to reread the text and to ask questions.</li> <li>The total time for the whole task was 40 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>Students were asked to work in groups of four and to read different assigned paragraphs. Ten minutes would be given for them to read for the main idea and major supporting details.</li> <li>The teacher was instructed to arrange a new group consisting of at least one member from the each group. Each student was then asked to take turns reporting what his assigned section was mainly about. Fifteen minutes would be given for this.</li> <li>The teacher was instructed to walk around the class to give help during small group activity, if asked.</li> <li>The teacher was instructed to spend 15 minutes eliciting the main points of each part and providing further explanation and feedback.</li> <li>The teacher and students used Thai in this reading activity.</li> <li>The total time for the whole task was 40 minutes.</li> </ol>
<b>Task 7:</b> Diagram Completion	<ol style="list-style-type: none"> <li>The task was moved to a self-study section.</li> <li>Parts of the answers were provided.</li> <li>The suggested answers were provided on the last page of the students' materials.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 3 of the TS, but there was also the use of Thai in rubrics and explanation.</li> </ol>
<b>Task 8.1:</b> Fill In the Gap Activity	<ol style="list-style-type: none"> <li>The task came after Task 9: <i>Identifying the Topic Sentence and Topic</i>.</li> <li>The teacher was instructed to complete the first few items with the class.</li> <li>Students would be asked to spend 15 minutes working in groups, and another 15 minutes would be given for the teacher to provide feedback.</li> <li>The answers' parts of speech were provided in parentheses.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2, 3, and 4 of the TS, but the instructions, rubrics and explanation were in Thai.</li> <li>The students were asked to answer the questions in Thai.</li> </ol>
<b>Task 9 and 9.1:</b> Identifying the Topic Sentence and Topic	<ol style="list-style-type: none"> <li>The task came before Task 8.</li> <li>Task item 8 was removed.</li> <li>Clearer explanation about why and how to locate the topic sentence and the main topic was added.</li> <li>The teacher was guided to model how to locate the topic sentence and think of the main topic, and to complete the first item as an example.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2, 3 and 4 of the TS, but the explanation, rubrics and instructions were in Thai.</li> <li>Students were asked to answer the questions in Thai. The teacher was instructed to help students put their ideas in English.</li> </ol>
<b>Task 10:</b> Understanding References	<ol style="list-style-type: none"> <li>An extra tip of how to identify references was added to the right side of the task.</li> </ol>	<ol style="list-style-type: none"> <li>The same as number 1 of the TS, but the explanation and rubrics were in Thai.</li> </ol>
<b>Task 11:</b> Inferring the writer's implicit ideas	<ol style="list-style-type: none"> <li>Clearer explanation about what, why and how to infer was added.</li> <li>The number of the correct answers for task items 3 and 5 was identified.</li> <li>The teacher was guided to stress 'why' to infer, to model the class how to infer and to complete the first item as an example.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 3 of the TS, but the explanation and rubrics were in Thai.</li> </ol>

## Two types of modification made to Unit Three: *Buddhism Thai Style*

Areas to be adapted	Text simplification	Procedural modification
1. <b>The text</b> <i>Buddhism Thai Style</i>	1. The text was simplified through means of linguistic simplification, elaboration and content simplification. For example, the word ‘precepts’ was replaced with ‘teachings’; illiterate’ with ‘who are unable to read and write’; ‘violate’ with ‘break’, etc. Technical words such as ‘St. Thomas Aquinas’, ‘dependent origination’, ‘austerities’ and ‘the Eucharist’ were glossed. In terms of elaboration, I decided to add more contextual clues to clarify the writer’s use of comparison by replacing this sentence ‘It is to the soul what regular exercise or an annual check-up is to the body’ with ‘Making merit regularly is a way to purify one’s soul and ensure good fortune. This is similar to the fact that regular exercise can lead to one’s good health’, for example (see Appendix 14).	1. There was no text simplification. 2. Difficult and technical words, such as ‘precepts’, ‘prostrate’, ‘murals’ and ‘the Eucharist’, were glossed in Thai.
<b>Task 1:</b> Relating Background Knowledge to the Text Topic	1. The topics and vocabulary would be roughly explained before asking students to interview their classmates. 2. The teacher was guided to emphasise why students had to make use of background knowledge and to encourage them to actively participate in the interview task and share their interview with the whole class. 3. The purpose and importance of the task was given. Ten minutes were assigned for the task.	1. The same as numbers 1, 2, 3, and 4 of the TS, but the explanation and directions were in Thai. 2. Students were asked to discuss in Thai. 3. The teacher was instructed to help put students’ ideas in English later.
<b>Task 2:</b> Guessing Meaning of Unknown Words from Context	1. In task item 2, this explanation was put in a box on the right-hand side: <i>Tip: Use the markers ‘but’ and ‘and’ and focus on the phrases ‘not by individual choice’ and ‘historical accident’ to help guess the meaning of ‘conformity’.</i> 2. In task item 5, this clue was added: <i>According to the excerpt, it is very morally wrong if you break a commandment because you commit a sin, but it is not if you break a vow because you feel you just make a _____. The word ‘blundering’ in this context means _____.</i> 3. The teacher was guided to complete task items no. 5 and 6 as examples. 4. Twenty-five minutes was assigned for the whole task.	1. The same as numbers 1, 2, 3 and 4 of the TS, but the explanation and rubrics were in Thai.

Areas to be adapted	Text simplification	Procedural modification
<b>Task 3:</b> Understanding Markers	<ol style="list-style-type: none"> <li>1. The explanation of ‘how’ to read selectively were was added.</li> <li>2. The teacher was guided to model how to read selectively and to select the appropriate markers in the first few items.</li> <li>3. Twenty-five minutes were assigned for the whole task.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1, 2 and 3 of the TS, but the rubrics, explanation and instructions and glossary were in Thai.</li> </ol>
<b>Task 5:</b> Reading Activity	<ol style="list-style-type: none"> <li>1. Students were asked to work in groups of four; each group was assigned to read different paragraphs.</li> <li>2. They were asked to focus on the main points by identifying the topic sentence and major supporting details in 15 minutes.</li> <li>3. They were asked to report what they had discussed to the whole class.</li> <li>4. Each group was asked to prepare one or two questions to ask their classmates, to encourage the others to pay attention to the report.</li> <li>5. The teacher was instructed to walk around the class to give help, if students asked for it.</li> <li>6. The teacher was guided to spend 20 minutes providing feedback on students’ responses, explanation and instructions.</li> <li>7. Students were given another five minutes to reread the text and to ask questions.</li> <li>8. The total time to be spent on the task was 40 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students were asked to work in groups of four and to read different parts of the text. Ten minutes were given for them to read for the main points.</li> <li>2. The teacher was instructed to arrange a new group consisting of at least one member from each of the first groups. Each student was asked to take turns talking about his paragraphs. Fifteen minutes were given for this phase.</li> <li>3. Thai would be used as a means of discussion.</li> <li>4. The teacher was guided to walk around the class to give help, if students asked for it.</li> <li>5. The teacher was instructed to spend 15 minutes eliciting the main points of each part and providing further explanation and feedback.</li> <li>6. The total time to be spent on the task was 40 minutes.</li> </ol>
<b>Task 6:</b> Understanding Supporting Details and <b>Task 7:</b> Intensive Reading	<ol style="list-style-type: none"> <li>1. Task 6 was removed to the self-study section due to time constraints.</li> <li>2. Suggested answers were provided on the last page of the students’ materials.</li> <li>3. The teacher was guided to complete the first item of Task 7 for the whole class, before asking them to work in small groups. If time allowed, going through the whole questions would be desirable.</li> <li>4. Parts of the answers were added to Task 7.</li> <li>5. Thirty minutes were assigned for the task, including the teacher’s feedback phase.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1, 2, 3, and 5 of the TS, but the explanation and rubrics were in Thai and students were asked to use Thai when answering the questions. No parts of the answers were given.</li> </ol>

Areas to be adapted	Text simplification	Procedural modification
<b>Task 8:</b> Understanding the Writer's Intention	<ol style="list-style-type: none"> <li>1. A group of verbs, including 'to emphasise', 'to show', 'to indicate', 'to point out', etc. was provided in the box on the right-hand side.</li> <li>2. The teacher was guided to highlight the importance of 'understanding the writer's intention', to complete the first item as an example and to drop items 5 and 6, in case the time did not allow for their completion.</li> <li>3. Fifteen minutes were given for the students to work on the task in groups and another ten minutes for the teacher's explanation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1, 2 and 3 of the TS, but Thai was used in the explanation and rubrics. Students were asked to answer in Thai and the teacher was instructed to help them express their ideas in English.</li> </ol>
<b>Task 9:</b> Inferring the Writer's Implicit Ideas	<ol style="list-style-type: none"> <li>1. The teacher was instructed to review with the class 'what' and 'how' to infer and to complete the first item as an example.</li> <li>2. Parts of the answers were given. For example, in task item 2, 'Kamma and reincarnation come straight from the Buddha's mouth. But like many other Buddhists, the Thais worship the Buddha in a way he would not have favored, that is, as if he were a god (p.10)'</li> </ol> <p>What can you infer about the nature of Thai Buddhism?</p> <p>Answer: There are some elements of Thai Buddhism which _____.</p> <ol style="list-style-type: none"> <li>3. Twenty-five minutes were assigned for students to work on the task in small groups and for the teacher to provide feedback on their responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1 and 3 of the TS, but Thai was used in the explanation and rubrics. No parts of the answers were given. Students were asked to answer the questions in Thai and the teacher to help them express their ideas in English.</li> </ol>

## Two types of modification made to Unit Six: *Get Out and Play!*

Areas to be adapted	Text simplification	Procedural modification
<b>The text:</b> <i>Get Out and Play!</i>	<ol style="list-style-type: none"> <li>The text was simplified in terms of linguistic simplification, (the major means adopted in this unit), abridging, elaboration and glossing. Examples of linguistic simplification are that the word ‘tossed’ was replaced with ‘threw’; ‘stormed’ with ‘entered’; ‘skeptical’ with ‘doubtful’, etc. Moreover, to prevent students from overloading their working memories, I decided to remove some minor and unnecessary details, such as ‘just as the early autumn fog was lifting off the nearby green hills’. Due to this course of action, the text became shorter and less complicated. Finally, I used elaborative means to modify the text. For instance, I added a relative clause printed in bold to emphasise financial problems caused by obesity to this part: With a population that has health problems and with a bankrupt health-care system <b>that cannot cover full medical expenses</b> (see Appendix 14).</li> <li>The definition of unknown words in the glossary was in English.</li> </ol>	<ol style="list-style-type: none"> <li>There was no text simplification.</li> <li>The definition of unknown words in the glossary was in Thai.</li> </ol>
<b>Task 2:</b> Skimming and <b>Task 3:</b> Outlining	<ol style="list-style-type: none"> <li>The purpose of ‘skimming’ was given.</li> <li>The definition of additional unknown words from <i>Big in Taiwan</i> such as ‘tolerant’, ‘excess’, ‘thriving’ and ‘fizzy drinks’ was added to the glossary.</li> <li>The teacher was guided to model how to read the first part of the text selectively, to complete the first item for the whole class and to elicit only key words instead of a complete form of answers, after they complete the outline.</li> <li>The total time to be spent on the task was 40 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2, 3 and 4 of the TS, but Thai was used in the explanation, rubrics and glossary throughout. Students were asked to answer the questions in Thai and the teacher to help them express their ideas in complete sentences.</li> </ol>
<b>Task 4:</b> Critical Reading	<ol style="list-style-type: none"> <li>Clearer explanation, with examples of reliable and unreliable statements, was added.</li> <li>The teacher was guided to complete the first item as an example and to encourage students to evaluate the reliability of the writer’s opinions.</li> <li>Twenty minutes were assigned for this task.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 3 of the TS, but Thai was used in the explanation and rubrics. The students were asked to answer the questions in Thai.</li> </ol>
<b>Task 5:</b> Guessing Meaning of Unknown Words from Context	<ol style="list-style-type: none"> <li>Task items 2, 6 and 8A were removed due to their difficulty and insufficient context clues.</li> <li>The meaning of the word ‘abduction’ in task item 8B was added to provide students with more clues to guess the meaning of ‘loom large’.</li> <li>The teacher was instructed to complete the first few items for the class and to provide feedback on their responses.</li> <li>A maximum of 30 minutes was to be spent on this task.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2, 3, and 4 of the TS, but Thai was used in the explanation and rubrics. Students were asked to answer the questions in Thai and the teacher to help them put their ideas in correct English.</li> </ol>
<b>Task 6:</b> Skimming for the Main Idea	<ol style="list-style-type: none"> <li>Task 6 was removed, since it overlapped with Task 7: <i>Critical reading</i>; both asked students to read the lead-in and come up with the main points discussed in the lead-in.</li> </ol>	<ol style="list-style-type: none"> <li>The same as the TS.</li> </ol>



Areas to be adapted	Text simplification	Procedural modification
<b>Task 7:</b> Critical Reading	<ol style="list-style-type: none"> <li>1. The teacher was guided to highlight the purpose and importance of ‘critical reading’, or evaluating the writer’s stance from his or her choices of words.</li> <li>2. One more question related to the main idea was added.</li> <li>3. Parts of the answers were given.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1 and 2 of the TS, but Thai was used in the explanation and rubrics. Students were asked to answer in Thai and the teacher to help them put their ideas in correct English. Parts of the answers were not given.</li> </ol>
<b>Task 8:</b> Scanning for Specific Information	<ol style="list-style-type: none"> <li>1. The teacher was guided to model how to scan for the first cause of obesity.</li> <li>2. Students were asked to scan <i>Get Out and Play!</i> for other causes of obesity individually for five minutes.</li> <li>3. After the individual work, students were asked to share their ideas with others in groups for 10 minutes.</li> <li>4. The teacher was guided to provide feedback on their responses; 10 minutes were assigned for this phase.</li> <li>5. The table in which students were asked to fill in the answer was adapted to make it more concise.</li> <li>6. Task 8.1 was removed.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1, 2, 3, 4, 5 and 6 of the TS, but Thai was also used in the explanation and rubrics. Students were asked to answer in Thai and the teacher to help them express their ideas in English.</li> </ol>
<b>Task 9:</b> Reading Activity	<ol style="list-style-type: none"> <li>1. The teacher was instructed to model to the class how to read paragraphs 1 to 7; 15 minutes were assigned for this initial phase.</li> <li>2. Students were asked to work in groups of four and to read their assigned section of the text.</li> <li>3. They were instructed to read for the topic sentence and major supporting details, and then to work on Task 10 by filling in the main topic of the section they had read. Fifteen minutes were given for this phase.</li> <li>4. They were asked to report what they had discussed to the whole class.</li> <li>5. The teacher was instructed to spend 20 minutes guiding students through the main idea and providing feedback on their responses.</li> <li>6. Students were given five minutes to have a look at the text again and to ask questions.</li> <li>7. The total time to be spent on the reading task was 55 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>1. The same as numbers 1, 2 and 3 of the TS, but students were asked to discuss the main points in Thai for ten minutes.</li> <li>2. The teacher was guided to put students in a new group consisting of at least one member from each of the first groups. Each student was asked to take turns talking about what he had read. Fifteen minutes were given for this phase.</li> <li>3. The teacher was instructed to spend 15 minutes eliciting the main points of each part and providing further explanation.</li> <li>4. The total time to be spent on the task was 55 minutes.</li> </ol>

Areas to be adapted	Text simplification	Procedural modification
<b>Task 10:</b> Identifying the Topic Sentence and Topic	<ol style="list-style-type: none"> <li>Parts of the answer were given. For example, ‘The reasons why kids _____’.</li> <li>The time to be spent on this task was already included in the time to be spent on Task 9.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1 and 2 of the TS, but the explanation and rubrics were in Thai. Students were asked to answer the questions in Thai. The teacher was guided to help them put their ideas into correct English.</li> </ol>
<b>Task 11:</b> Intensive Reading	<ol style="list-style-type: none"> <li>The teacher was guided to go through all the questions with the whole class and to complete the first item for them, before asking them to work in small groups.</li> <li>The paragraph(s) where they could find the answers was given in parentheses.</li> <li>Parts of the answers were given.</li> <li>Students were given 15 minutes to work on the task in small groups.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 4 of the TS, but the explanation and rubrics were in Thai. Students were asked to answer the questions in Thai and the teacher to help them express their ideas in English.</li> </ol>
<b>Task 12:</b> Understanding References	<ol style="list-style-type: none"> <li>The task was removed to the section of self-study, since the students did not seem to have much difficulty with understanding references.</li> <li>The task items were re-sequenced from the easiest to the most difficult.</li> <li>Suggested answers were provided on the last page.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 3 of the TS, but Thai was used in the explanation and rubrics.</li> </ol>
<b>Task 13:</b> Inferring the Writer’s Implicit Ideas	<ol style="list-style-type: none"> <li>The teacher was instructed to complete the first item for students.</li> <li>Questions were added to task items 2 through 5. For example, the question, <i>What can you infer about kids’ eating habit from this excerpt?</i> was added to item 2.</li> <li>Parts of the answers were given. For example, <i>The risk that kids will be abducted is _____</i> was added to task item 5.</li> <li>The total time to be spent on the whole task was 20 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>The same as numbers 1, 2 and 4 of the TS, but Thai was used in the explanation and rubrics. Students were asked to answer the questions in Thai and the teacher to help them express their ideas in correct English.</li> </ol>